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ABSTRACT

Based on data submitted in September 1994 to the Florida Community College System for its annual accountability report, this document compares accountability outcomes for Miami-Dade Community College (M-DCC) to the system as a whole. Highlighted findings include the following: (1) while 65% of the public high school graduates and 61% of new community college students were White systemwide, only 21% of the high school graduates and 13% of the community college students were White in M-DCC's Dade County; (2) the success rate of M-DCC students after 4 years was 70%, lower than the systemwide rate of 72%, while M-DCC's graduation rate was 19%, compared to 23% systemwide; (3) the average grade point average (GPA) of M-DCC graduates in the state university system was 2.72 compared to 2.77 systemwide, while 70% of White, 64% of Hispanics, and 52% of Black non-Hispanics at M-DCC had a GPA at or above 2.5; (4) 89.3% of the students taking licensure exams passed, and 91.1% of the associate degree students found a job related to their education or continued their education; (5) 69% of M-DCC students failed college-level entry tests, compared to 57% of community college students statewide; and (6) on state academic skills tests, 66% of M-DCC students passed all four sections, compared to a systemwide rate of 76%. Appendices contain 13 tables and accountability comparisons. (TGI)

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ED 390 515

A COMPARISON OF M-DCC PERFORMANCE TO STATEWIDE RESULTS ON COMMUNITY COLLEGE ACCOUNTABILITY MEASURES

Research Report No. 95-03R

May 1995

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A COMPARISON OF M-DCC PERFORMANCE TO STATEWIDE RESULTS ON COMMUNITY COLLEGE ACCOUNTABILITY MEASURES

Research Report No. 95-03R

May 1995

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A Comparison of M-DCC Performance to Statewide
Results on Community College Accountability Measures

Introduction

The laws of Florida mandate that each system of public education--state universities, public schools, and community colleges--develop a process and set of indicators that "systematically improves and evaluates the quality and efficiency" of the system (see page 46 for legislation). Each system has taken a somewhat different approach. The State University System, for example, uses measures such as credit hours produced, degrees awarded, contact hours by faculty rank and course level, pass rates on professional licensure examinations, time and hour requirements to complete degrees, and enrollment, retention, and graduation rates by ethnicity and gender. (The SUS plan has been significantly modified for next year.)

The community college system has chosen to stay close to the original legislation and develop indicators that are all student-oriented. They are:

1. Enrollment of Prior Year High School Graduates in the Community College System by Ethnicity
2. Success and Retention Rates of Degree-Seekers by Ethnicity
3. Performance in the State University System of A.A. Degree Transfers by Ethnicity and College Preparatory Completion Status
4. Licensure Pass Rates
5. Placement and Follow-up of A.S. Graduates
6. College Preparatory Completion Rates
7. Success and Retention Rates of College Preparatory Completers
8. CLAST (College-Level Academic Skills Test) Performance

The reporting process is such that data for all measures are generated at the state level based on term files that are submitted by each institution. The reports on each

measure contain results from each institution as well as summary information for the system as a whole. This report will present data for Miami-Dade as well as the system total. Campus-level information is not available because it is not included in the state database.

The tables and figures included in this report extract the essentials of data submitted to the state in September of 1994 as part of the Accountability Report required of each institution. Each measure has a summary table and graph that highlights the difference between M-DCC's performance and that for the system as a whole so readers do not lose the "forest" for all the "trees" when addressing the question of how M-DCC is doing compared to elsewhere around the state. For greater detail, readers are urged to review the corresponding full tables presented in the Appendix. For each measure, there is a table for M-DCC and a table for the systemwide data (which includes M-DCC). The M-DCC tables include a place where five-year goals have been entered for each measure. These goals were reviewed and approved by the Board of Trustees prior to submission to the state.

Findings

Prior Year High School Graduates Enrolled the Following Year

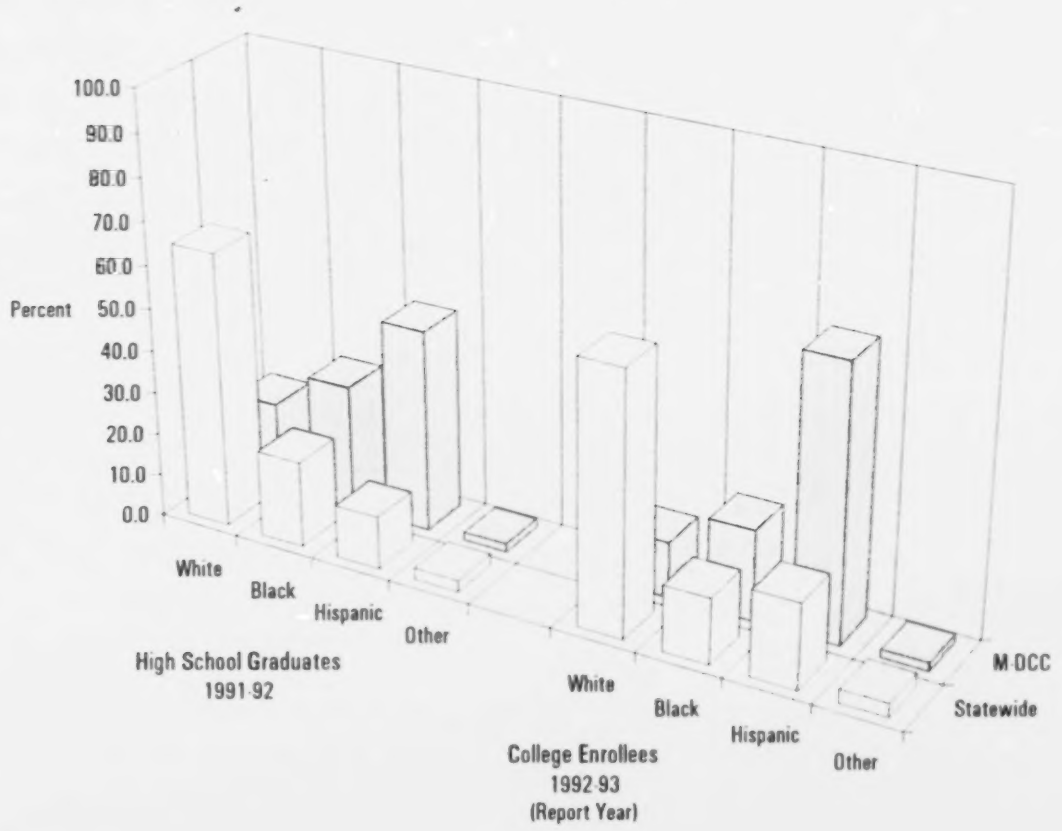
The purpose of this measure is to compare the ethnic composition of the prior year's high school graduating class to the next year's community college enrollment of first-time-in-college students to ensure that the community college system is addressing the educational needs of minorities. The results of this measure are shown in Tables 1a and 1b, and further illustrated in Figures 1a and 1b.

The most dramatic thing that can be seen from Figure 1a is that the statewide ethnic composition was significantly different when compared to Dade County and Miami-Dade Community College. Statewide, for example, 65% of the public high school graduates and 61% of the community college enrollees were White non-Hispanic. In Dade County, however, only 21% of the high school graduates and 13% of the college enrollees were White non-Hispanic.

Table 1a

Ethnic Composition of High School Graduates and College Enrollees
Statewide and Miami-Dade

	Ethnicity									
	White Non-Hispanic		Black Non-Hispanic		Hispanic		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High School Graduates										
Statewide	59,276	64.8	18,609	20.3	11,229	12.3	2,364	2.6	91,478	100.0
M-DCC	3,081	20.8	4,394	29.7	7,051	47.6	283	1.9	14,809	100.0
College Enrollees										
Statewide	18,669	61.4	4,685	15.4	6,074	20.0	968	3.2	30,396	100.0
M-DCC	910	13.0	1,487	21.2	4,488	64.0	131	1.9	7,016	100.0



Source: Accountability Outcome Measure 1, Part 1.

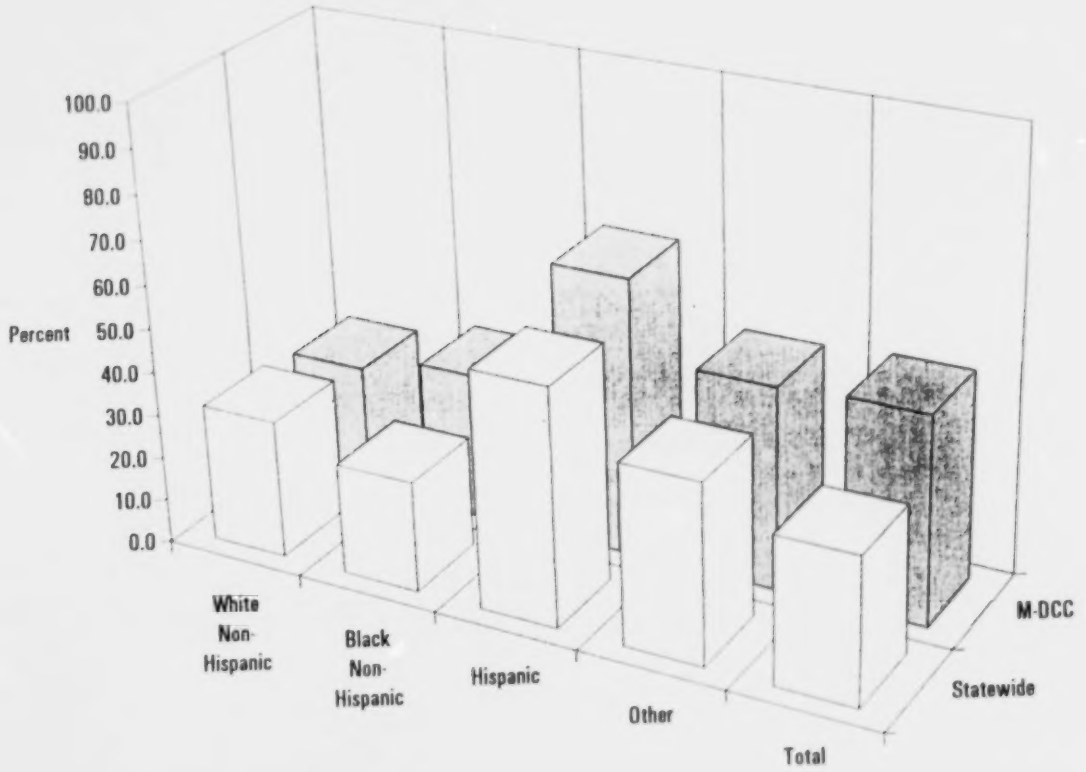
Figure 1a

ACC1.XLS

Table 1b

Ethnic Composition of High School Graduates Enrolled in College Statewide and Miami-Dade

	Ethnicity									
	White Non Hispanic		Black Non-Hispanic		Hispanic		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide	18,669	31.5	4,685	25.2	6,074	54.1	968	40.9	30,396	33.2
M-DCC	910	29.5	1,487	33.8	4,488	63.7	131	46.3	7,016	47.4



Source: Accountability Outcome Measure 1, Part 1.

Figure 1b

Figure 1b displays the data in somewhat different fashion. It depicts the percentage of the high school graduating class that enrolled at the community college by ethnicity. Thus, it can readily be seen that M-DCC drew 30% of White non-Hispanics, 34% of Black non-Hispanics, and 64% of Hispanic high school graduates. For each major ethnic group except White non-Hispanics, M-DCC drew a higher proportion of graduates than the statewide average. Overall, M-DCC enrolled 47% of the prior year graduates compared to 33% for the state as a whole.

Enrollment, Retention, and Success Rates for A.A. and A.S. Students

The purpose of this measure is to provide an indicator of an institution's ability to help students meet their educational goals. Two measures are used. "Success" is the percentage of students after four years who have graduated, are still enrolled in good standing, or have left in good standing. "Retention" is the percentage of students after four years who have graduated or are still enrolled. To make sure students had a commitment to the institution, only students who had completed at least 18 college-level credits were included.

Table 2 and Figure 2 provide the data for M-DCC students who were seeking an A.A. degree. Overall, M-DCC showed a 71% success rate after four years. M-DCC's rates were about equivalent to statewide totals for success (71% vs. 72% statewide), and somewhat higher for retention (68% vs. 61% statewide, Appendix Tables 2A and 2B). The percentage who had graduated was slightly lower at M-DCC--26% after four years compared to 28% statewide. Appendix Table 2A contains additional data that indicate that full-timers had higher rates than part-timers, especially on the success measure (75% vs. 62% for part-timers).

For this measure, there were problems with the data provided by the state. The basis of the problem resided in the calculation of grade point average (GPA) so that too many students were classified as "not successful" based on erroneous GPAs. The IR office attempted to replicate the state measures, therefore, using the corrected GPA. The results are displayed in Appendix Table 2C. Note that the success measure in particular improved to 88% using new data. We believe that next year's results for this measure will show a

Table 2

Four-Year Success Rate of Fall 1990 FTIC Associate in Arts Degree Seekers Statewide and Miami-Dade

		Status							
		Graduated		Enrolled in Good Standing		Left in Good Standing		Total Success	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide	18,761	5,242	27.9	3,932	21.0	4,381	23.4	13,555	72.3
M-DCC	3,872	1,014	26.2	1,001	25.9	716	18.5	2,731	70.5

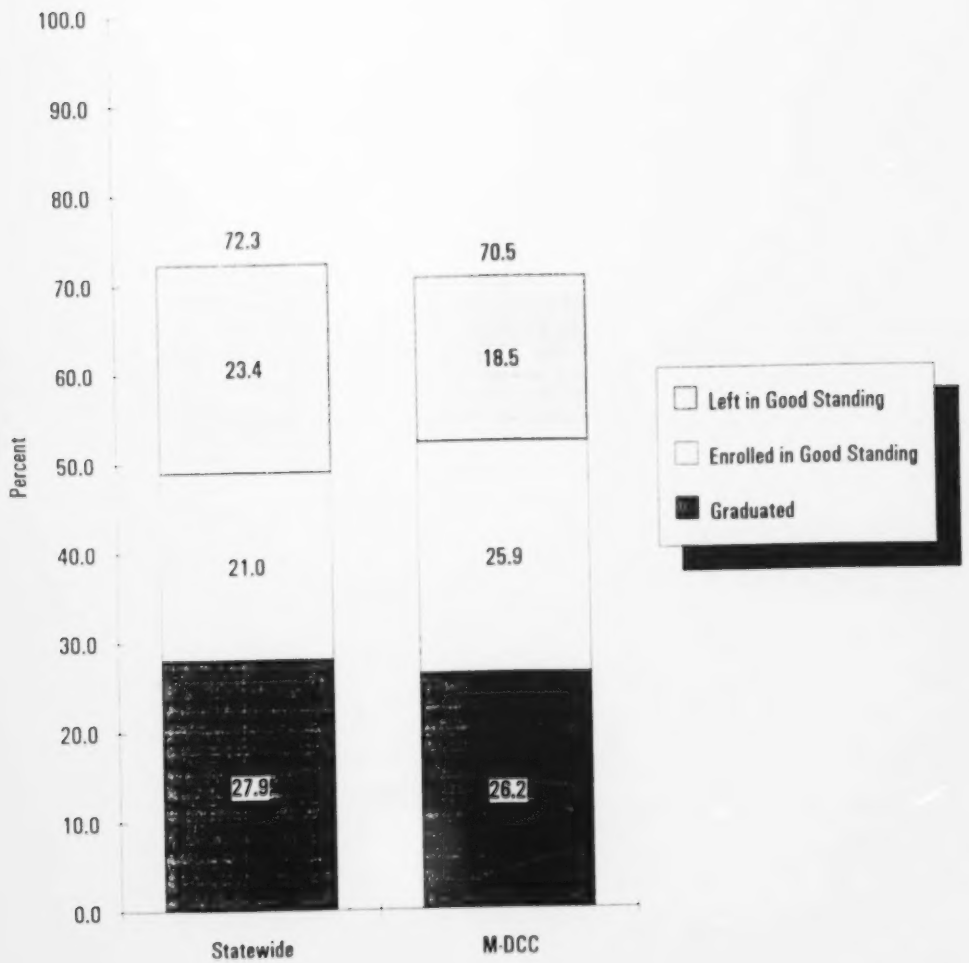


Figure 2

Source: Accountability Outcome Measure 1, Part 2.

ACC3.XLS

percentage similar to this. We assume that M-DCC's standing will remain fairly constant, i.e., similar to the statewide average for success and somewhat higher than the statewide average for retention.

Results for A.S. degree-seekers are shown in Table 3 and Figure 3. Note that the success rate for M-DCC A.S. students was about 7 percentage points lower than that for A.A. students. Statewide, however, the figures were very similar for A.S. and A.A. degree-seekers. In comparing M-DCC performance to statewide data for A.S. students alone, M-DCC lagged behind on the success measure (64% vs. 71%) and performed very similarly on the retention measure (see Appendix). Only 12% of the M-DCC A.S. degree-seekers had graduated after four years. This was decidedly lower than A.A. graduation rates and also much lower than statewide figures. Recalculating the results using corrected GPA data resulted in a much improved success rate, but little change in retention or graduation rates.

Performance of A.A. Degree Transfers in the State University System

The purpose of this measure is to assess the readiness of A.A. graduates for upper division work. It is limited to prior year graduates who enroll in the State University System the following year. The results of this measure are displayed (1) by ethnicity and (2) by college preparatory completion.

Table 4 and Figure 4 display the results by ethnicity. Note that there were few differences between M-DCC performance and statewide performance by ethnicity. In both cases, White non-Hispanics had the highest percentage (70%) with GPAs of 2.5 or greater, Hispanics had about 63%-64% with GPAs at or above 2.5, and Black non-Hispanics had 52%-53% with GPAs in this range. Overall, because of the ethnic mix, M-DCC had a somewhat lower percentage of students with GPAs of 2.5 or greater--65% vs. 68% statewide. M-DCC graduates made up about 15% of the system total.

Table 5 and Figure 5 display the results by college preparatory status. Note that 38% of Miami-Dade's A.A. graduates who enrolled in the SUS had taken college preparatory courses (561 students out of 1,488). This figure is somewhat higher than the systemwide figure of 34%.

Table 3

Four-Year Success Rate of Fall 1990 FTIC Associate in Science Degree Seekers Statewide and Miami-Dade

		Status							
		Graduated		Enrolled in Good Standing		Left in Good Standing		Total Success	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide	3,389	700	20.7	973	28.7	745	22.0	2,418	71.3
M-DCC	773	96	12.4	240	31.0	159	20.6	495	64.0

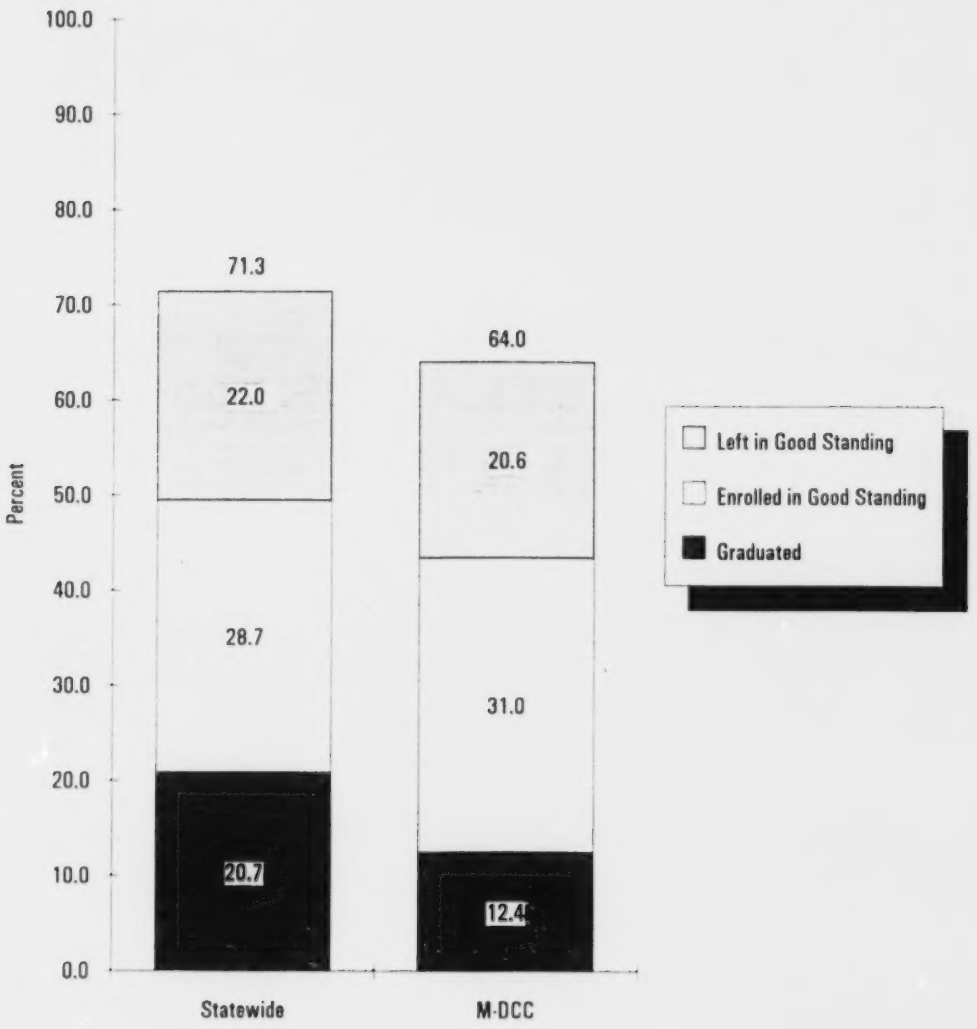


Figure 3

Source: Accountability Outcome Measure 1, Part 2.

ACC10.XLS

Table 4

Percent of Associate in Arts Graduates Transferring Into the SUS with GPAs of 2.5 or Greater by Ethnicity Statewide and Miami-Dade

	Ethnicity									
	White Non-Hispanic		Black Non-Hispanic		Hispanic		Other		Total	
	Number	Percent With GPA >= 2.5	Number	Percent With GPA >= 2.5	Number	Percent With GPA >= 2.5	Number	Percent With GPA >= 2.5	Number	Percent With GPA >= 2.5
Statewide	7,553	69.9	566	53.4	1,239	63.3	258	62.4	9,616	67.9
M-DCC	402	69.7	142	52.1	906	64.2	38	84.2	1,488	65.0

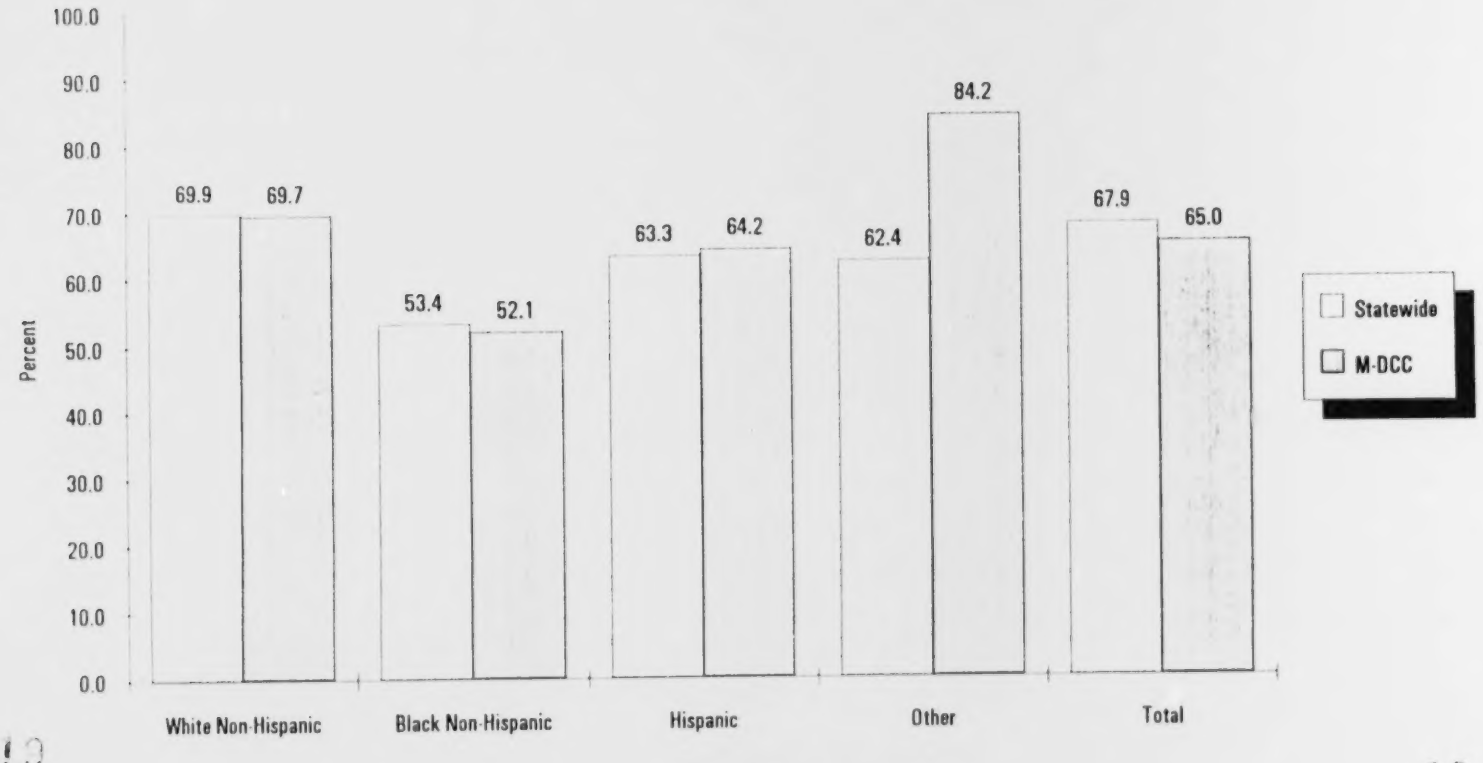


Figure 4

Source: Accountability Outcome Measure 2, Part 1.

ACC4.XLS

Table 5

Percent of Associate in Arts Graduates Transferring Into the SUS with GPAs of 2.5 or Greater by College Preparatory Completion Statewide and Miami-Dade

	College Preparatory Completers		Non-College Preparatory Completers		Total	
	Number	Percent With GPA > = 2.5	Number	Percent With GPA > = 2.5	Number	Percent With GPA > = 2.5
Statewide	3,237	67.6	6,379	68.1	9,616	67.9
M-DCC	561	60.1	927	68.0	1,488	65.0

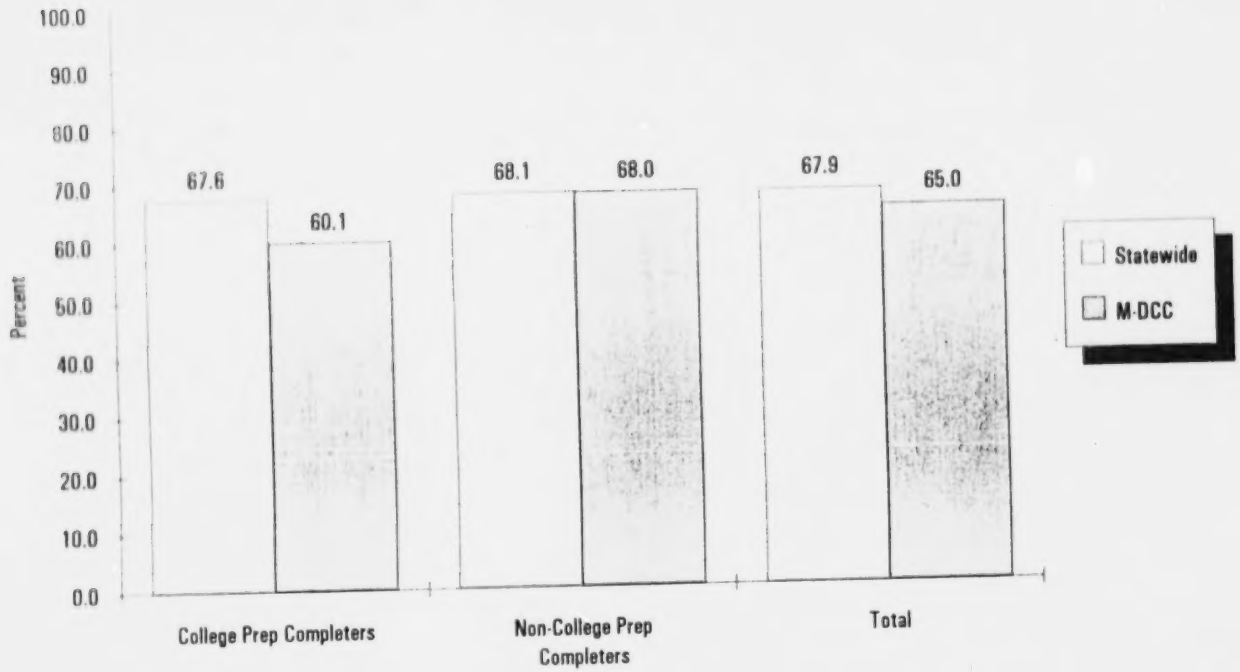


Figure 5

Miami-Dade graduates who took college preparatory work had a lower percentage with GPAs of 2.5 or higher than those who did not--60% vs. 68%. These same percentages can be seen between Miami-Dade college preparatory completers and statewide college preparatory completers.

Licensure Pass Rates

The purpose of this measure is to ensure that students who are certified as ready for careers that require licensure are prepared by the institution to pass the examination. Current data, however, are somewhat contaminated and include both graduates and non-graduates, first-time test takers and repeaters.

M-DCC has nine programs that require licensure testing as shown in Appendix Table 6. Comparison data are also provided for the system total. All M-DCC programs had passing rates of at least 80% and three programs had passing rates of at least 90%. In terms of comparisons, M-DCC had four programs with passing rates that exceeded those statewide (Paramedic, Emergency Medical Services Technician, Water Treatment Plant Operation, and Firefighting), and three that were lower (Physical Therapist Assisting, Respiratory Therapy, and Nursing). The Dental Hygiene program had a passing rate that was equivalent to the state's, while Funeral Services test takers all came from M-DCC. Overall, the average pass rate for M-DCC was the same as the state total (see Table 6 and Figure 6).

Placement and Follow-up of A.S. Graduates

The purpose of this measure is to ensure that A.S. graduates who are prepared for the job market are actually able to find work in their areas of preparation. To be considered "placed" in field, graduates must be employed in a job related to their training, continuing their education, or in the military. The figures for graduates included in this analysis are based only on the number who were "found" in Florida public education files, Labor Department files, or on military or U.S. Postal Service rosters of employees. Foreign students are excluded as well as anyone without a valid social security number. Therefore, the figures are not reflective of the total number of program graduates.

Table 6

Licensure Examination Pass Rates
Statewide and Miami-Dade

	Number Tested	Percent Passing
Statewide	4,948	89.3
M-DCC	839	89.3

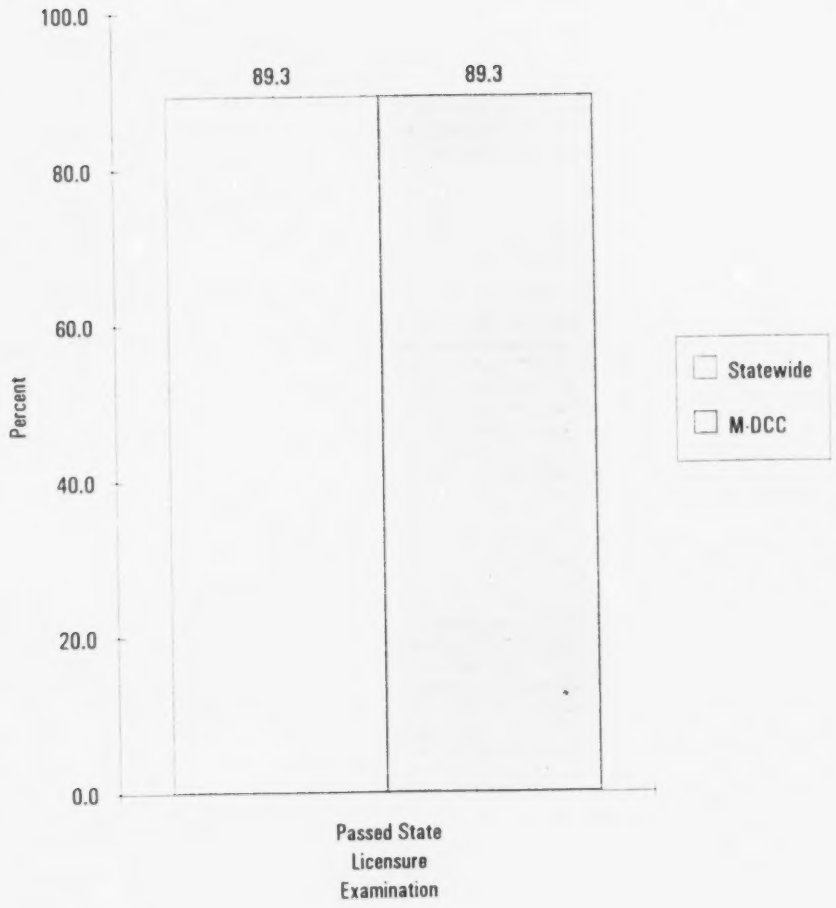


Figure 6

Source: Accountability Outcome Measure 3, Part 1.

ACCS XLS

A total of 29 Associate in Science programs were analyzed for M-DCC. Of these, 24 programs had placement rates above 70% and only five had placement rates below 70%--Fashion Marketing Management (67%), Court Reporting Technology (50%), Photographic Technology (67%), Professional Pilot Technology (69%), and Legal Assistant (67%). Both Photographic Technology and Professional Pilot Technology had statewide placement rates that were lower than M-DCC's--an indicator of a sluggish job market or of problems in defining what was an "in-field" placement. The Legal Assistant program and Fashion Marketing Management program had statewide placement rates higher than M-DCC's. Miami-Dade produced all of the graduates from the Court Reporting Technology program, so comparisons with the statewide data could not be made. Table 7 and Figure 7 summarize findings. See Appendix Table 7A and 7B for details by program.

College Preparatory Completion Rates

The purpose of this measure is to assess the percentage of students who enter college unprepared for college level work and the proportion who subsequently attempt and complete college preparatory requirements in reading, writing, and mathematics within two years.

Results from Table 8 show that M-DCC had 17% of the first-time-in-college students who were tested on basic skills (6,534 M-DCC students out of 37,758 statewide) but 21% of those who failed at least one subtest (4,489 of 21,591 students). Overall, 69% of M-DCC students failed at least one part of the entry level test compared to 57% statewide. Appendix Table 8 shows that the biggest difference in passing rates by subtest between M-DCC and the state was for reading where 56% of M-DCC students needed basic skills help compared to 41% statewide. Mathematics was the area that students were most likely to fail--78% both statewide and at M-DCC failed this area.

Figure 8 provides direct comparisons between the percentage of M-DCC students who began and completed their college preparatory work and statewide percentages. Note that the biggest difference occurred in reading where 62% of students statewide completed their requirements compared to only 51% at M-DCC. M-DCC had higher completion rates than the state average on writing, and slightly lower completion rates in mathematics.

Table 7

Placement Rates of Associate in Science and Certificate Programs
Statewide and Miami-Dade

		Placement Rate					
		Programs With Placement Rate >= 80%		Programs With Placement Rate >= 70%		Total Completers Placed	
	Programs Examined	Number	Percent	Number	Percent	Number	Percent
Statewide*	29	15	51.7	21	72.4	3,451	91.6
M-DCC	29	18	62.1	24	82.8	521	91.1

*Only statewide programs with M-DCC equivalents are included.

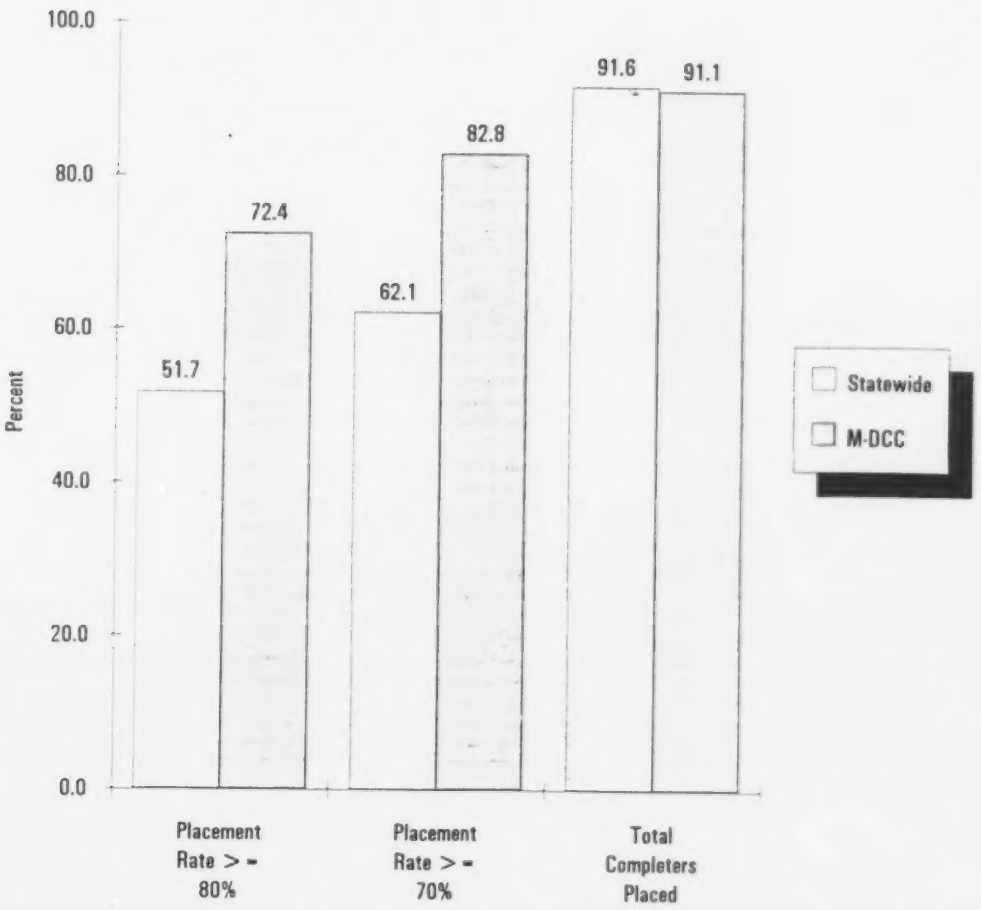


Figure 7

Source: Accountability Outcome Measure 3, Part 2.

Table 8

Percent Passing Highest Level of College Preparatory Reading, Writing, and Math Courses Within Two Years Statewide and Miami-Dade

	Tested First-Time Degree Seekers	Failed Any Entry-Level Test		Percent Passing Highest Level College Prep		
		Number	Percent	Reading	Writing	Math
Statewide	37,758	21,591	57.2	61.6	64.7	45.5
M-DCC	6,534	4,489	68.7	51.2	68.5	43.0

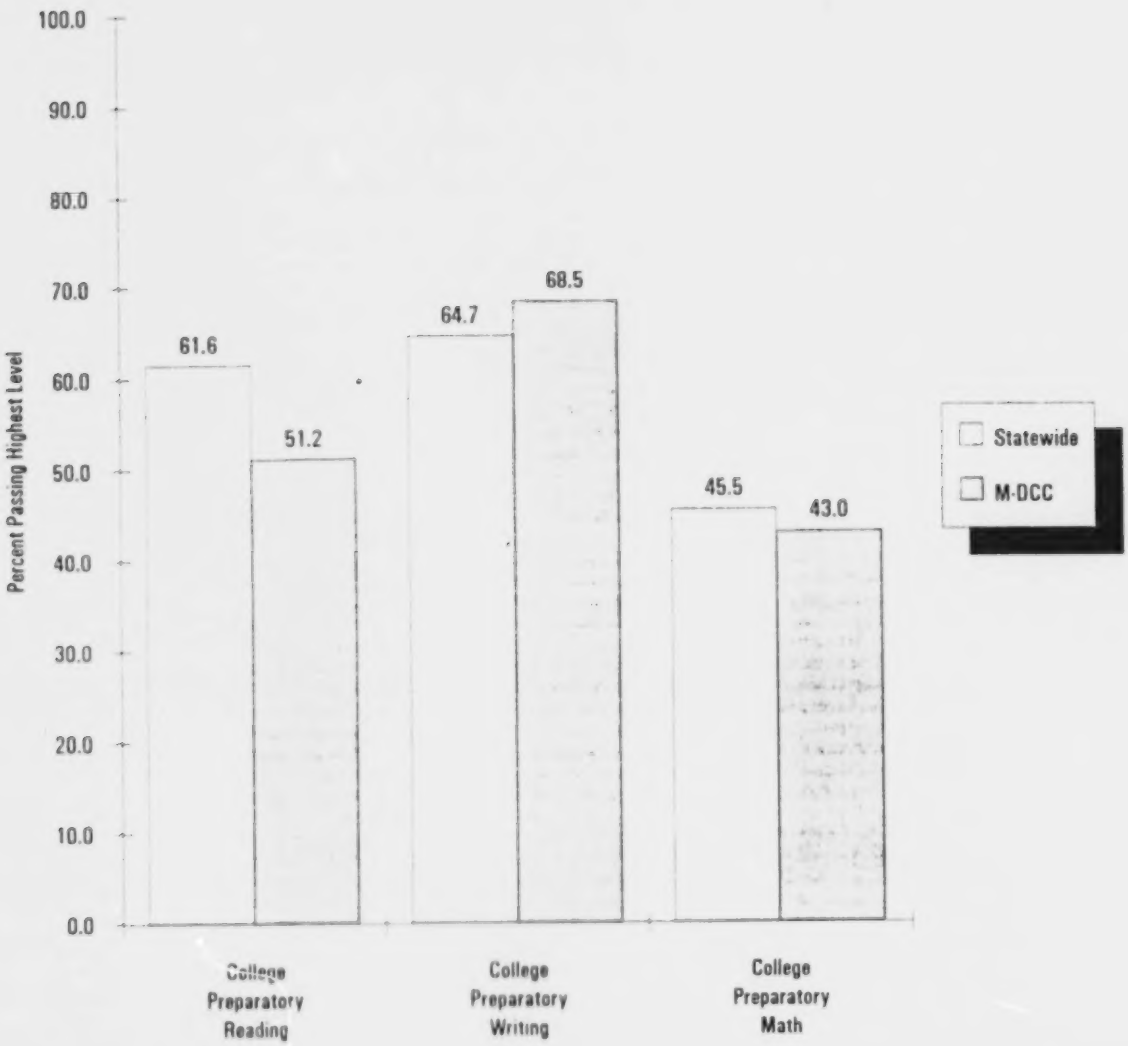


Figure 8

Source: Accountability Outcome Measure 4, Part 1

Success and Retention Rates of College Preparatory Completers

The purpose of this measure is to ascertain how well college preparatory completers do in the regular academic setting after the completion of their required work. This measure is limited to those who completed their required college preparatory work within two years and who accumulated 18 college level credits. This measure is the same as the success measure already discussed (Table 2), except that it is limited to college preparatory completers. The success rate is based on the status of first-time-in-college degree-seekers four years after the date of initial enrollment.

For Miami-Dade A.A. degree-seekers (Table 9), the success and retention rates were both about 70%. Again, full-timers had higher success rates than part-timers and White non-Hispanics had higher success rates than Black non-Hispanic or Hispanic students (see Appendix Tables 9A and 9B). Miami-Dade's success rate was essentially the same as the statewide average, while the retention rate was higher. Note that the success rates were virtually indistinguishable from those of all M-DCC A.A. degree-seekers reported in Table 2, a good indication that college preparatory completers can successfully handle college level work.

Recall, however, that the calculation of GPA is suspect in this data. Therefore, new tables were provided using M-DCC calculations and data. Using these data, the success rate moved from 70% to 84% and the retention rate moved from 69% to 75%. More details can be found in Appendix Table 9C.

Table 10 provides information on college preparatory completers who were A.S. degree-seekers. The results are similar to A.A. degree-seekers--72% success rate. It is interesting to note that the M-DCC success rate for A.S. college preparatory completers was higher than that for A.S. degree-seekers as a group by 72% vs. 64% (see Table 3). The success figure jumped to 84% and retention to 71% when recalculated data were used. In comparison to statewide data, the success rates were indistinguishable while the retention rate was slightly lower than the state's. These results again verify that college preparatory completers can be successful (see Appendix Tables 10A, B, C for details).

Table 9

Four-Year Success Rate of Fall 1990 FTIC Associate in Arts Degree Seekers
Who Completed All College Preparatory Requirements
Statewide and Miami-Dade

		Status							
		Graduated		Enrolled in Good Standing		Left in Good Standing		Total Success	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide	3,931	840	21.4	1,055	26.8	863	22.0	2,758	70.2
M-DCC	1,021	181	17.7	335	32.8	198	19.4	714	69.9

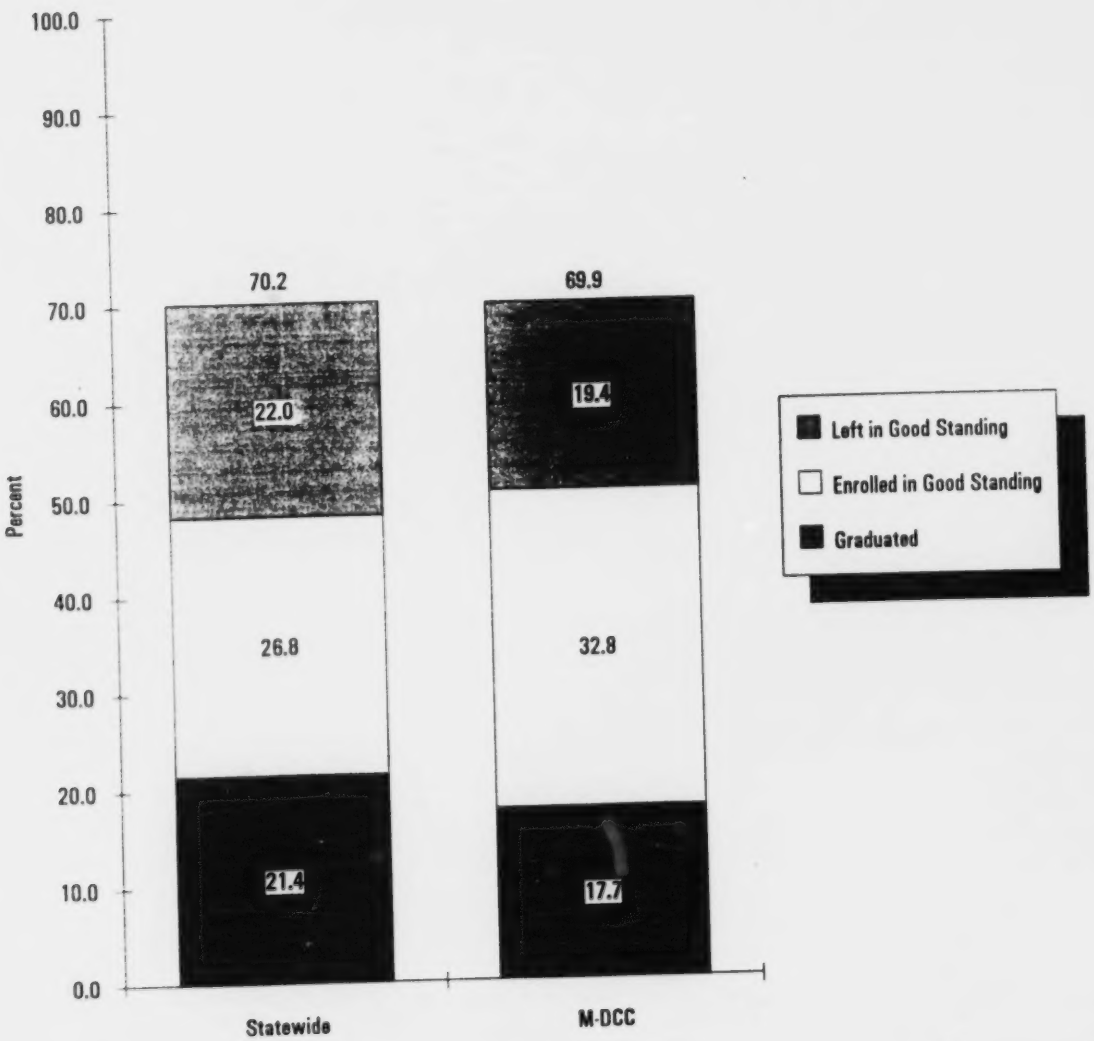


Figure 9

Source: Accountability Outcome Measure 4, Part 2.

ACCB X1.6

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Table 10

Four-Year Success Rate of Fall 1990 FTIC Associate in Science Degree Seekers Who Completed All College Preparatory Requirements Statewide and Miami-Dade

		Status							
		Graduated		Enrolled in Good Standing		Left in Good Standing		Total Success	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide	911	179	19.6	293	32.2	181	19.9	653	71.7
M-DCC	241	25	10.4	89	36.9	59	24.5	173	71.8

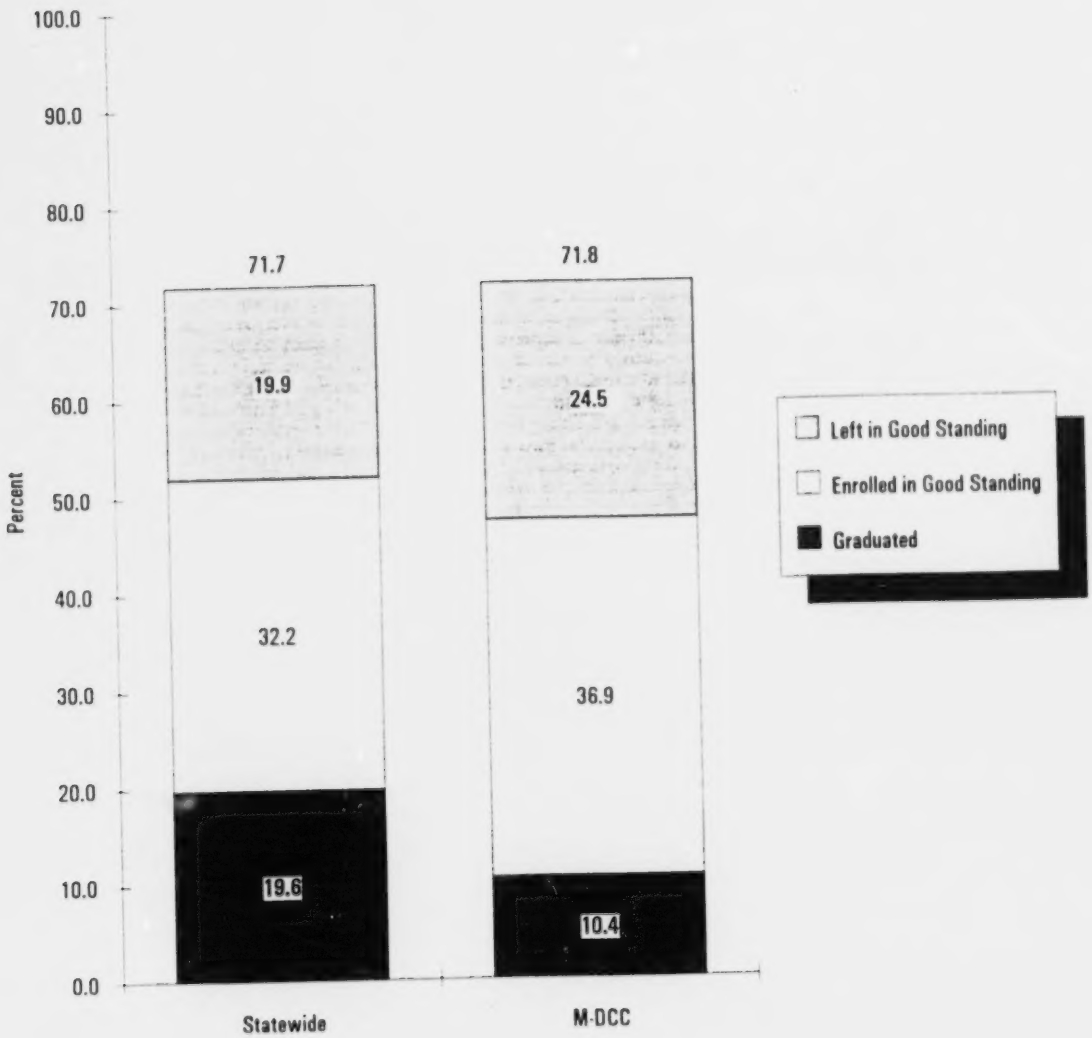


Figure 10

Source: Accountability Outcome Measure 4 Part 2.

ACC12.XLS

CLAST (College-Level Academic Skills Test) Performance

The purpose of this measure is to provide an overview of academic preparedness as operationalized by the CLAST. The measure is an improvement over prior attempts since it reports the CLAST performance of those who have completed at least 60 college level credits rather than first-time performance of everyone who is tested. The measure also provides information by ethnicity and by college preparatory course completion status. Results are shown in Table 11 and Figure 11.

Results showed that those who had taken at least one college preparatory course had a lower passing rate on the CLAST. At Miami-Dade, the results were 81% passing all four parts if college preparatory work was not taken compared to 53% otherwise. The gap was also significant at the statewide level--86% vs. 64% passing all four parts. And many students had taken college preparatory courses--44% of those statewide and 55% at M-DCC fell into this category.

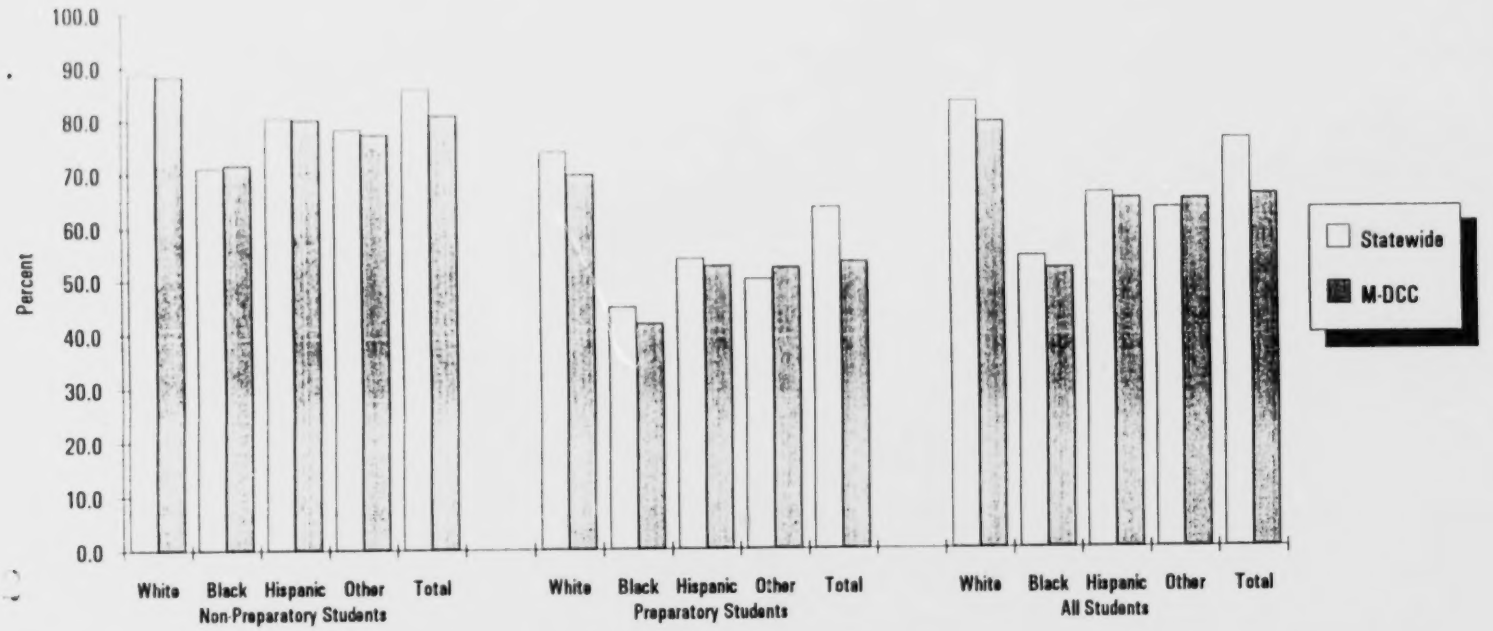
We know that minorities do not do as well on the CLAST. These tables show that not all of this difference is due to college preparatory status. When looking at the performance by ethnicity for students who did not take college preparatory work, the percentage passing all four tests was almost the same at M-DCC and statewide--within 0.6 percentage point for each major ethnic group. However, Whites had a passing rate of about 88%, Hispanics of about 80%, and Blacks about 71% even though all were prepared upon arrival for college-level work. The bottom line, then, is that M-DCC had a total passing rate of 66% compared to a statewide rate of 76% because of both preparedness and the ethnic mix of the student body.

Looking at the data in another way shows how successful M-DCC has been with its students on the CLAST. Table 11 shows that 33,351 students (76% of 43,886) passed the CLAST statewide, with 8,220 (65.5% of 12,542) at M-DCC. Of all the students who have passed the test, 25% came from Miami-Dade. This percentage is much higher than expected based on the size of its student body; i.e., M-DCC usually makes up about 18% of the system total in headcount of degree-seeking students. Therefore, we expect that

Table 11

Percent of Non-Preparatory and Preparatory Students Passing All Four CLAST Subtests by Ethnicity
Statewide and Miami-Dade

	Ethnicity									
	White Non-Hispanic		Black Non-Hispanic		Hispanic		Other		Total	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
Students Who Have Not Taken College Preparatory Courses										
Statewide	18,057	88.8	1,654	71.1	4,111	80.5	657	78.2	24,479	85.9
M-DCC	1,334	88.3	766	71.7	3,370	80.0	136	77.2	5,606	80.8
Students Who Have Taken At Least One College Preparatory Course										
Statewide	10,790	73.9	2,947	44.8	4,905	53.9	765	50.0	19,407	63.5
M-DCC	1,240	69.7	1,490	41.7	4,070	52.5	136	52.2	6,936	53.2
All Students (Non-Preparatory and Preparatory Combined)										
Statewide	28,847	83.2	4,601	54.3	9,016	66.0	1,422	63.1	43,886	76.0
M-DCC	2,574	79.3	2,256	51.9	7,440	65.0	272	64.7	12,542	65.6



Source: Accountability Outcome Measure 5.

Figure 11

ACCB.XLS

about 18% of the CLAST passers should come from M-DCC, not 25%. This difference indicates that Miami-Dade is doing a better job than some other institutions around the state in getting students to the point of testing and passing. Some institutions, for example, actively discourage students from taking the test unless they are sure the student will pass; the result is a higher pass rate, but fewer passers. Furthermore, close examination of the numbers for minorities shows 47% of all Black non-Hispanic students and 81% of all Hispanic students passing CLAST are from M-DCC.

Summary and Conclusions

Establishing a statewide accountability plan has provided the opportunity to develop measures to assess the extent to which we are meeting our mission and goals. As a result, institutions are now better able to answer the question of "how are we doing," not only locally but also by making comparisons to other institutions. For Miami-Dade, the results show that the answer in most areas is "pretty well."

The following highlights the results for each measure and provides a comparison to statewide data:

Serving An Ethnically Diverse Community:

- M-DCC drew 30% of the prior year's White non-Hispanic public high school graduates, 34% of Black non-Hispanic, and 64% of Hispanic graduates. Overall, M-DCC enrolled 47% of the prior year graduates compared to 33% for the state as a whole.

- M-DCC had an ethnic profile that differed dramatically from the state's. Statewide, 65% of the public high school graduates and 61% of the new community college enrollees were White non-Hispanic. In Dade County, the figures were 21% of high school graduates and 13% of community college enrollees.

Meeting Educational Goals: Success and Retention:

- The success rate for M-DCC after four years was slightly lower than that for the state (70% vs. 72%). Graduation rates were also lower (19% vs. 23%).

- Much of the difference between M-DCC and state data was due to the A.S. enrollee. Success rates were lower than the state's (64% vs. 71%) and graduation rates were lower, too (12% vs. 21%). (The graduation rate for A.A. students was 26% at M-DCC and 28% statewide.)

- Data provided by the state for this measure were contaminated by miscalculations that reduced the GPA. When local data were used, M-DCC's success rate jumped to about 88% for both A.A. and A.S. students.

Preparing for Transfer to the State Universities:

- Miami-Dade graduates performed well in the SUS. The average GPA was 2.72 compared to 2.77 statewide, and 65% had GPAs at or above 2.5 compared to 68% statewide.

- About 70% of White non-Hispanics had GPAs at or above 2.5. Hispanics were next (64%) followed by Black non-Hispanics (52%).

- College preparatory completers from M-DCC performed almost as well as others. About 60% had GPAs at or above 2.5 compared to 68% for completers who did not take college preparatory courses. Statewide results showed no differences between the two.

Entering the Work Force:

- Almost 90% of the students taking licensure exams passed them, both at M-DCC and statewide.

- Over 90% of the A.S. graduates from M-DCC found a job related to their education or were continuing their education in the year following graduation. Statewide figures were similar.

Preparing for College Level Instruction:

- Miami-Dade had a larger task than most other institutions around the state in preparing students for college level work. Overall, 69% of M-DCC students failed the entry level test compared to 57% statewide.

- After two years, 51% of the students needing reading had completed their requirements compared to 62% statewide. M-DCC had higher completion rates than the state average in writing (69% vs. 65%) and slightly lower completion rates in mathematics (43% vs. 46%).

- Success rates for students who completed college preparatory requirements were similar to the success rates of other students. Both M-DCC and state success rates were reported at about 70%.

Taking the CLAST:

- M-DCC had a pass-all-four rate of 66% compared to a statewide rate of 76%. Data showed that M-DCC's pass rates were related both to the entering level of basic skills of its student body and the ethnic mix. Students who took at least one college preparatory course had decidedly lower passing rates, as did Blacks and Hispanics, regardless of their college preparatory status. Yet comparisons within ethnic group for those who did not take college preparatory work showed equivalent pass rates for M-DCC and statewide.

- Another way of viewing the data showed that M-DCC was doing a good job in getting students to pass the CLAST. Of all students who passed the CLAST, 25% came from M-DCC. Based on the headcount of degree-seekers, this figure should only be about 18% if Miami-Dade was getting students through at the same proportions that they enter.

APPENDIX

Table 1

ACCOUNTABILITY OUTCOME MEASURE 1 PART 1
PRIOR YEAR HIGH SCHOOL GRADUATES ENROLLED THE FOLLOWING YEAR
ENROLLMENT REPORT

Definition: This report uses 1991-92 Florida public high school information from DPS and 1992-93* community college enrollment figures from the student data base. Student data base enrollment is limited to prior year public high school graduates from the community college service area.

MIAMI-DADE COMMUNITY COLLEGE

ETHNICITY	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian Pacific/Islander		American Indian or Alaskan Native		Other (Unknown)		
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Total
Number of High School Graduates (HSG)	3,081	20.80	4,394	29.67	7,051	47.61	277	1.87	6	0.04	0	0.00	14,809
Number of HSG Enrolled in College	910	12.97	1,487	21.19	4,488	63.97	128	1.82	3	0.04	0	0.00	7,016
Percent of HSG Enrolled in College	29.54%		33.84%		63.65%		46.21%		50.00%		0.00%		47.38%
FIVE YEAR GOAL													
Percent of HSG Enrolled in College	**35.00%**		**38.00%**		**64.00%**		**46.00%**		**50.00%**		--		**50.00%**

STATE

ETHNICITY	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian Pacific/Islander		American Indian or Alaskan Native		Other (Unknown)		
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Total
Number of High School Graduates (HSG)	59,276	64.80	18,609	20.34	11,229	12.28	2,193	2.40	171	0.19	0	0.00	91,478
Number of HSG Enrolled in College	18,669	61.42	4,685	15.41	6,074	19.98	861	2.83	91	0.30	16	0.05	30,396
Percent of HSG Enrolled in College	31.50%		25.18%		54.09%		39.26%		53.22%		0.00%		33.23%
FIVE YEAR GOAL													
Percent of HSG Enrolled in College													

*State Report Year

Table 2A

ACCOUNTABILITY OUTCOME MEASURE 1 PART 2
ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN ARTS STUDENTS

Definition: Status after four years of fall 1990 first-time-in-college Associate in Arts degree-seekers who earned at least 18 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after four years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after four years.

COLLEGE: MIAMI-DADE COMMUNITY COLLEGE

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	**Number**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
White	468	194	41.45	84	17.95	36	7.69	118	25.21	314	67.09	396	84.62
Black	477	103	21.59	86	18.03	77	16.14	100	20.96	266	55.77	289	60.59
Hispanic	1,488	523	35.15	379	25.47	195	13.10	246	16.53	1,097	73.72	1,148	77.15
American Indian	2	1	50.00	1	50.00	0	0.00	0	0.00	2	100.00	2	100.00
Asian	52	10	19.23	12	23.08	7	13.46	19	36.54	29	55.77	41	78.85
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	2,487	831	33.41	562	22.60	315	12.67	483	19.42	1,708	68.68	1,876	75.43
FIVE-YEAR GOAL											**70.00**		**80.00**
PART-TIME													
White	248	37	14.92	81	32.66	34	13.71	58	23.39	152	61.29	176	70.97
Black	223	22	9.87	53	23.77	53	23.77	46	20.63	128	57.40	121	54.26
Hispanic	891	121	13.58	296	33.22	197	22.11	125	14.03	614	68.91	542	60.83
American Indian	4	0	0.00	3	75.00	0	0.00	1	25.00	3	75.00	4	100.00
Asian	19	3	15.79	6	31.58	5	26.32	3	15.79	14	73.68	12	63.16
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	1,385	183	13.21	439	31.70	289	20.87	233	16.82	911	65.78	855	61.73
FIVE-YEAR GOAL											**70.00**		**70.00**
TOTAL	3,872	1,014	26.18	1,001	25.85	604	15.59	716	18.49	2,619	67.63	2,731	70.53
FIVE-YEAR GOAL											**70.00**		**73.00**

Table 2B

ACCOUNTABILITY OUTCOME MEASURE 1 PART 2
ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN ARTS STUDENTS

COLLEGE: STATE

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	7,139	2,816	39.45	894	12.52	710	9.95	1,641	22.99	4,420	61.91	5,351	74.95
Black	1,047	240	22.92	164	15.66	159	15.19	246	23.50	563	53.77	650	62.08
Hispanic	1,930	692	35.85	459	23.78	251	13.01	329	17.05	1,402	72.64	1,480	76.68
American Indian	41	10	24.39	12	29.27	4	9.76	9	21.95	26	63.41	31	75.61
Asian	267	90	33.71	57	21.35	25	9.36	69	25.84	172	64.42	216	80.90
Other (Unknown)	12	2	16.67	1	8.33	0	0.00	4	33.33	3	25.00	7	58.33
Total	10,436	3,850	36.89	1,587	15.21	1,149	11.01	2,298	22.02	6,586	63.11	7,735	74.12
FIVE-YEAR GOAL													
PART-TIME													
White	5,855	1,078	18.41	1,602	27.36	671	11.46	1,595	27.24	3,351	57.23	4,275	73.01
Black	872	77	8.83	213	24.43	180	20.64	195	22.36	470	53.90	485	55.62
Hispanic	1,337	191	14.29	433	32.39	258	19.30	238	17.80	882	65.97	862	64.47
American Indian	40	6	15.00	15	37.50	6	15.00	7	17.50	27	67.50	28	70.00
Asian	206	36	17.48	78	37.86	20	9.71	45	21.84	134	65.05	159	77.18
Other (Unknown)	15	4	26.67	4	26.67	1	6.67	3	20.00	9	60.00	11	73.33
Total	8,325	1,392	16.72	2,345	28.17	1,136	13.65	2,083	25.02	4,873	58.53	5,820	69.91
FIVE-YEAR GOAL													
TOTAL	18,761	5,242	27.94	3,932	20.95	2,285	12.17	4,381	23.35	11,459	61.07	13,555	72.25
FIVE-YEAR GOAL													

Table 2C

ACCOUNTABILITY OUTCOME MEASURE 1 PART 2
ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN ARTS STUDENTS

COLLEGE: MIAMI-DADE COMMUNITY COLLEGE (ADDITIONAL)

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	552	224	40.58	135	24.46	17	3.08	150	27.17	376	68.12	509	92.21
Black	525	125	23.81	184	35.05	39	7.43	117	22.29	348	66.28	426	81.14
Hispanic	1,840	651	35.38	652	35.43	128	6.96	311	16.90	1,431	77.77	1,614	87.72
American Indian	2	1	50.00	1	50.00	0	0.00	0	0.00	2	100.00	2	100.00
Asian	79	19	24.05	23	29.11	6	7.59	26	32.91	48	60.76	68	86.10
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	2,998	1,020	34.02	995	33.19	190	6.34	604	20.15	2,205	73.55	2,619	87.36
FIVE-YEAR GOAL													
PART-TIME													
White	207	44	21.26	104	50.24	7	3.38	47	22.71	155	74.88	195	94.20
Black	191	27	14.14	79	41.36	23	12.04	45	23.56	129	67.54	151	79.06
Hispanic	734	144	19.62	376	51.23	47	6.40	137	18.66	567	77.25	657	89.51
American Indian	4	1	25.00	2	50.00	0	0.00	1	25.00	3	75.00	4	100.00
Asian	26	5	19.63	10	38.46	2	7.69	8	30.77	17	65.39	23	88.46
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	1,162	221	19.02	571	49.14	79	6.84	238	20.48	871	74.96	1,030	88.64
FIVE-YEAR GOAL													
TOTAL	4,160	1,241	29.83	1,566	37.64	269	6.47	842	20.24	3,076	73.94	3,649	87.72
FIVE-YEAR GOAL													

Table 3A

ACCOUNTABILITY OUTCOME MEASURE 1 PART 2
ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN SCIENCE STUDENTS

Definition: Status after four years of Fall 1990 first-time-in-college Associate in Science degree-seekers who earned at least 18 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after four years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after four years.

COLLEGE: MIAMI-DADE COMMUNITY COLLEGE

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	50	17	34.00	8	16.00	4	8.00	14	28.00	29	58.00	39	78.00
Black	151	12	7.95	51	33.77	32	21.19	26	17.22	95	62.91	89	58.94
Hispanic	173	25	14.45	65	37.57	34	19.65	26	15.03	124	71.68	116	67.05
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	9	3	33.33	2	22.22	2	22.22	1	11.11	7	77.78	6	66.67
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	383	57	14.88	126	32.90	72	18.80	67	17.49	255	66.58	250	65.27
FIVE-YEAR GOAL											70.00		70.00
PART-TIME													
White	75	8	10.67	27	36.00	5	6.67	30	40.00	40	53.33	65	86.67
Black	136	11	8.09	32	23.53	37	27.21	30	22.06	80	58.82	73	53.68
Hispanic	174	19	10.92	52	29.89	38	21.84	32	18.39	109	62.64	103	59.20
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	5	1	20.00	3	60.00	1	20.00	0	0.00	5	100.00	4	80.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	390	39	10.00	114	29.23	81	20.77	92	23.59	234	60.00	245	62.82
FIVE-YEAR GOAL											70.00		70.00
TOTAL	773	96	12.41	240	31.04	153	19.79	159	20.56	489	63.26	495	64.03
FIVE-YEAR GOAL											70.00		70.00

Table 38

ACCOUNTABILITY OUTCOME MEASURE 1 PART 2
ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN SCIENCE STUDENTS

COLLEGE: STATE

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	889	325	36.56	161	18.11	93	10.46	181	20.36	579	65.13	667	75.03
Black	247	36	14.57	71	28.74	51	20.65	40	16.19	158	63.97	147	59.51
Hispanic	211	33	15.64	75	35.55	39	18.48	36	17.06	147	69.67	144	68.25
American Indian	6	1	16.67	3	50.00	0	0.00	0	0.00	4	66.67	4	66.67
Asian	40	8	20.00	13	32.50	9	22.50	8	20.00	30	75.00	29	72.50
Other (Unknown)	1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	1,394	403	28.91	323	23.17	192	13.77	265	19.01	918	65.85	991	71.09
FIVE-YEAR GOAL													
PART-TIME													
White	1,337	234	17.50	440	32.91	155	11.59	333	24.91	829	62.00	1,007	75.32
Black	336	24	7.14	105	31.25	68	20.24	72	21.43	197	58.63	201	59.82
Hispanic	271	27	9.96	86	31.73	47	17.34	61	22.51	160	59.04	174	64.21
American Indian	9	3	33.33	1	11.11	1	11.11	3	33.33	5	55.56	7	77.78
Asian	41	8	19.51	18	43.90	1	2.44	11	26.83	27	65.85	37	90.24
Other (Unknown)	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Total	1,995	297	14.89	650	32.58	272	13.63	480	24.06	1,219	61.10	1,427	71.53
FIVE-YEAR GOAL													
TOTAL	3,389	700	20.65	973	28.71	464	13.69	745	21.98	2,137	63.05	2,418	71.34
FIVE-YEAR GOAL													

Table 3C

ACCOUNTABILITY OUTCOME MEASURE 1 PART 2
ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN SCIENCE STUDENTS

COLLEGE: MIAMI-DADE COMMUNITY COLLEGE (ADDITIONAL)

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	70	19	27.14	17	24.29	1	1.43	29	41.43	37	52.86	65	92.86
Black	166	24	14.46	73	43.98	17	10.24	37	22.29	114	68.68	134	80.72
Hispanic	264	38	14.39	101	38.26	14	5.30	94	35.61	153	57.96	233	88.26
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	8	1	12.50	4	50.00	0	0.00	2	25.00	5	62.50	7	87.50
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	508	82	16.14	195	38.39	32	6.30	162	31.89	309	60.83	439	86.42
FIVE-YEAR GOAL													
PART-TIME													
White	57	11	19.30	22	38.60	2	3.51	21	36.84	35	61.40	54	94.74
Black	103	15	14.56	50	48.54	7	6.80	21	20.39	72	69.90	86	83.50
Hispanic	150	20	13.33	77	51.33	14	9.33	35	23.33	111	74.00	132	88.04
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	5	1	20.00	3	60.00	0	0.00	1	20.00	4	80.00	5	100.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	315	47	14.92	152	48.25	23	7.30	78	24.76	222	70.48	277	87.94
FIVE-YEAR GOAL													
TOTAL	823	129	15.67	347	42.16	55	6.68	240	29.16	531	64.52	716	86.99
FIVE-YEAR GOAL													

Table 4

ACCOUNTABILITY OUTCOME MEASURE 2 PART 1
ASSOCIATE IN ARTS DEGREE TRANSFER PERFORMANCE REPORT
BY ETHNICITY

Definition: Upper Division grade point average performance for 1991-92 Associate in Arts graduates who enrolled in the State University System in 1992-93.

MIAMI-DADE COMMUNITY COLLEGE

ETHNICITY	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian Pacific/Islander	American Indian or Alaskan Native	Other (Unknown)	Total
Number of Graduates in SUS	402	142	906	37	1	0	1,488
Mean GPA	2.83	2.44	2.70	2.97	2.16	0.00	2.72
Percent with GPA's at or Above 2.5	69.65	52.11	64.24	83.78	100.00	0.00	64.99
FIVE-YEAR GOAL: (PERCENT WITH GPA's AT OR ABOVE 2.5)							70.00

STATE

ETHNICITY	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian Pacific/Islander	American Indian or Alaskan Native	Other (Unknown)	Total
Number of Graduates in SUS	7,553	566	1,239	221	27	10	9,616
Mean GPA	2.82	2.48	2.68	2.64	2.71	2.89	2.77
Percent with GPA's at or Above 2.5	69.92	53.36	63.28	62.44	59.26	70.00	67.89
FIVE-YEAR GOAL: (PERCENT WITH GPA's AT OR ABOVE 2.5)							

Table 5

ACCOUNTABILITY OUTCOME MEASURE 2 PART 2
ASSOCIATE IN ARTS DEGREE TRANSFER PERFORMANCE REPORT
BY COLLEGE PREPARATORY STATUS

Definition: Upper Division grade point average performance for 1991-92 Associate in Arts graduates who enrolled in the State University System in 1992-93.

MIAMI-DADE COMMUNITY COLLEGE

	College Preparatory Completers	Non-College Preparatory Completers	Total
Number of Graduates in SUS	561	927	1,488
Mean GPA	2.66	2.75	2.72
Percent with GPA's at or Above 2.5	60.07	67.96	64.99
FIVE-YEAR GOAL: PERCENT WITH GPA's AT OR ABOVE 2.5			70.00

STATE

	College Preparatory Completers	Non-College Preparatory Completers	Total
Number of Graduates in SUS	3,237	6,379	9,616
Mean GPA	2.77	2.78	2.77
Percent with GPA's at or Above 2.5	67.56	68.05	67.89
FIVE-YEAR GOAL: PERCENT WITH GPA's AT OR ABOVE 2.5			

Table 6

ACCOUNTABILITY OUTCOME MEASURE 3 PART 1
STATE LICENSURE PASSING RATE REPORT

Definition: Licensure passing rates for community college students who were enrolled in selected postsecondary vocational programs. At this time, only aggregate data have been provided by licensing agencies. Figures are based on all students sitting for the exam during 1991-92 and includes both graduates and non-graduates, first-time test takers and repeaters.

MIAMI-DADE COMMUNITY COLLEGE

TITLE	Number of Test Takers	Percent Passing	Five-Year Goal Percent Passing
DENTAL HYGIENE	45	91.1	91.0
EMERGENCY MED SRVCS (EMS) TECH	272	96.0	96.0
FIREFIGHTING	95	93.7	94.0
FUNERAL SERVICES	21	85.7	86.0
NURSING (ASSOC DEGREE) R.N.	267	82.8	92.0
PARAMEDIC	55	85.5	86.0
PHYSICAL THERAPIST ASSISTING	49	87.8	95.0
RESPIRATORY THERAPY	20	80.0	90.0
WATER TREATMENT PLANT OPERATION	15	86.7	87.0
TOTAL	839	89.3	92.0

STATE

TITLE	Number of Test Takers	Percent Passing	Five-Year Goal Percent Passing
DENTAL HYGIENE	264	91.7	
EMERGENCY MED SRVCS (EMS) TECH	388	92.5	
FIREFIGHTING	480	87.7	
FUNERAL SERVICES	21	85.7	
NURSING (ASSOC DEGREE) R.N.	2,658	92.2	
PARAMEDIC	692	81.2	
PHYSICAL THERAPIST ASSISTING	125	95.2	
RESPIRATORY THERAPY	164	90.9	
WATER TREATMENT PLANT OPERATION	156	62.8	
TOTAL	4,948	89.3	

Table 7A

ACCOUNTABILITY OUTCOME MEASURE 3 PART 2
PLACEMENT RATES OF ASSOCIATE IN SCIENCE AND CERTIFICATES PROGRAM COMPLETERS

Definition: Number and percentage of 1991-92 completers who were located and placed according to a state-level follow-up. Students are considered "placed" if they are found the following year to be (1) continuing their education in a Florida community college or state university, (2) working in a field related to their education, or (3) in the military. Goals are established only for programs with five or more completers in the placement pool.

COLLEGE: MIAMI-DADE COMMUNITY COLLEGE

VOCATIONAL PROGRAM TITLE	Completers*			Five-Year Goal
	Number Found	Number Placed	Percent Placed	
AIR COND/REFRIG/HEAT SYS TECH	1	1	100.00	------
AVIATION MAINTENANCE MGT	12	10	83.33	90.00
BUSINESS ADMIN & MANAGEMENT	25	19	76.00	85.00
CHILD DEVELOPMENT & EDUCATION	39	36	92.31	90.00
COMPUTER INFO SYSTEMS ANALYSIS	15	11	73.33	85.00
COURT REPORTING TECHNOLOGY	2	1	50.00	------
CRIMINAL JUSTICE TECHNOLOGY	9	7	77.78	85.00
DENTAL HYGIENE	37	36	97.30	97.00
DIETETIC TECHNICIAN	1	1	100.00	------
ELECTRONICS ENGINEERING TECH	23	23	100.00	90.00
EMERGENCY MED SRVCS (EMS) TECH	10	10	100.00	100.00
FASHION MARKETING MANAGEMENT	3	2	66.67	------
FINANCIAL SERVICES	2	2	100.00	------
FIRE SCIENCE TECHNOLOGY	13	12	92.31	95.00
FUNERAL SERVICES	9	8	88.89	90.00
GRAPHIC DESIGN TECHNOLOGY	3	3	100.00	------
LEGAL ASSISTANT	21	14	66.67	85.00
MEDICAL LABORATORY TECH (A.S.)	10	9	90.00	90.00
MEDICAL RECORD TECHNOLOGY	1	1	100.00	------
NURSING (ASSOC DEGREE) R.N.	225	222	98.67	99.00
OFFICE SYSTEMS TECHNOLOGY	15	11	73.33	85.00
PHYSICAL THERAPIST ASSISTING	32	31	96.88	96.00
PHOTOGRAPHIC TECHNOLOGY	3	2	66.67	------
PROFESSIONAL PILOT TECHNOLOGY	13	9	69.23	85.00
RADIATION THERAPY TECHNOLOGY	4	4	100.00	------
RADIO/TV BROADCAST PROGRAMMING	4	3	75.00	------
RESPIRATORY THERAPY	10	10	100.00	90.00
TRAVEL INDUSTRY	13	11	84.62	85.00
VISION CARE TECH/OPTICIANRY	17	12	70.59	85.00
TOTAL	572	521	91.08	90.00

*Data on number of completers found, not all who completed the program.

Table 7B

ACCOUNTABILITY OUTCOME MEASURE 3 PART 2
PLACEMENT RATES OF ASSOCIATE IN SCIENCE AND CERTIFICATES PROGRAM COMPLETERS

Definition: Number and percentage of 1991-92 completers who were located and placed according to a state-level follow-up. Students are considered "placed" if they are found the following year to be (1) continuing their education in a Florida community college or state university, (2) working in a field related to their education, or (3) in the military. Goals are established only for programs with five or more completers in the placement pool.

COLLEGE: STATE

VOCATIONAL PROGRAM TITLE	Completers*			Five-Year Goal
	Number Found	Number Placed	Percent Placed	
AIR COND/REFRIG/HEAT SYS TECH	10	9	90.00	
AVIATION MAINTENANCE MGT	24	19	79.17	
BUSINESS ADMIN & MANAGEMENT	190	127	66.84	
CHILD DEVELOPMENT & EDUCATION	47	44	93.62	
COMPUTER INFO SYSTEMS ANALYSIS	41	28	68.29	
COURT REPORTING TECHNOLOGY	2	1	50.00	
CRIMINAL JUSTICE TECHNOLOGY	79	64	81.01	
DENTAL HYGIENE	215	211	98.14	
DIETETIC TECHNICIAN	19	18	94.74	
ELECTRONICS ENGINEERING TECH	118	101	85.59	
EMERGENCY MED SRVCS (EMS) TECH	49	47	95.92	
FASHION MARKETING MANAGEMENT	14	11	78.57	
FINANCIAL SERVICES	31	24	77.42	
FIRE SCIENCE TECHNOLOGY	107	100	93.46	
FUNERAL SERVICES	9	8	88.89	
GRAPHIC DESIGN TECHNOLOGY	32	22	68.75	
LEGAL ASSISTANT	229	164	71.62	
MEDICAL LABORATORY TECH (A.S.)	35	33	94.29	
MEDICAL RECORD TECHNOLOGY	20	15	75.00	
NURSING (ASSOC DEGREE) R.N.	2,098	2,065	98.43	
OFFICE SYSTEMS TECHNOLOGY	93	65	69.89	
PHYSICAL THERAPIST ASSISTING	97	96	98.97	
PHOTOGRAPHIC TECHNOLOGY	11	6	54.55	
PROFESSIONAL PILOT TECHNOLOGY	25	17	68.00	
RADIATION THERAPY TECHNOLOGY	20	18	90.00	
RADIO/TV BROADCAST PROGRAMMING	8	5	62.50	
RESPIRATORY THERAPY	112	109	97.32	
TRAVEL INDUSTRY	15	12	80.00	
VISION CARE TECH/OPTICIANRY	17	12	70.59	
TOTAL	**3,767**	**3,451**	**91.60**	

Note: Using all programs, the percent placed was 87.1%.

Table 8

ACCOUNTABILITY OUTCOME MEASURE 4 PART 1
COLLEGE PREPARATORY SUCCESS RATE REPORT

Definition: Outcomes for Fall 1991 first-time-in-college students who tested and failed an entry-level test (ELT) on state cut-off scores, enrolled in any level of College Preparatory coursework, and received a passing grade in the highest level College Preparatory courses over a two-year period.

MIAMI-DADE COMMUNITY COLLEGE

FTIC Degree Seeking Students Taking an ELT	Failed Any Entry-Level Test		Number Failing Entry-Level Test			College Preparatory Reading			College Preparatory Writing			College Preparatory Math		
	Number	Percent	Reading	Writing	Math	Number Enrolled Any Level	Number Pass Highest Level	Percent Pass Highest Level	Number Enrolled Any Level	Number Pass Highest Level	Percent Pass Highest Level	Number Enrolled Any Level	Number Pass Highest Level	Percent Pass Highest Level
6,534	4,489	68.70	2,499	2,225	3,513	2,051	1,051	51.24	1,918	1,314	68.51	2,899	1,247	43.01
FIVE-YEAR GOAL								60.00			68.00			50.00

STATE

FTIC Degree Seeking Students Taking an ELT	Failed Any Entry-Level Test		Number Failing Entry-Level Test			College Preparatory Reading			College Preparatory Writing			College Preparatory Math		
	Number	Percent	Reading	Writing	Math	Number Enrolled Any Level	Number Pass Highest Level	Percent Pass Highest Level	Number Enrolled Any Level	Number Pass Highest Level	Percent Pass Highest Level	Number Enrolled Any Level	Number Pass Highest Level	Percent Pass Highest Level
37,758	21,591	57.18	8,847	9,510	16,946	6,428	3,958	61.57	7,791	5,041	64.70	13,039	5,933	45.50
FIVE-YEAR GOAL														

Table 9A

ACCOUNTABILITY OUTCOME MEASURE 4 PART 2
COLLEGE PREPARATORY ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN ARTS STUDENTS

Definition: Status after four years of Fall 1990 first-time-in-college Associate in Arts degree-seekers who completed all College Preparatory requirements and earned at least 18 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after four years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after four years.

COLLEGE: MIAMI DADE COMMUNITY COLLEGE

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	85	20	23.53	24	28.24	8	9.41	29	34.12	52	61.18	73	85.88
Black	132	20	15.15	26	19.70	21	15.91	41	31.06	67	50.76	87	65.91
Hispanic	388	97	25.00	122	31.44	68	17.53	61	15.72	287	73.97	280	72.16
American Indian	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Asian	8	1	12.50	3	37.50	2	25.00	2	25.00	6	75.00	6	75.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	614	139	22.64	175	28.50	99	16.12	133	21.66	413	67.26	447	72.80
FIVE-YEAR GOAL											70.00		73.00
PART-TIME													
White	66	5	7.58	25	37.88	13	19.70	17	25.76	43	65.15	47	71.21
Black	77	8	10.39	22	28.57	18	23.38	14	18.18	48	62.34	44	57.14
Hispanic	258	29	11.24	109	42.25	55	21.32	33	12.79	193	74.81	171	66.28
American Indian	3	0	0.00	2	66.67	0	0.00	1	33.33	2	66.67	3	100.00
Asian	3	0	0.00	2	66.67	1	33.33	0	0.00	3	100.00	2	66.67
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	407	42	10.32	160	39.31	87	21.38	65	15.97	289	71.01	267	65.60
FIVE-YEAR GOAL											71.00		70.00
TOTAL	1,021	181	17.72	335	32.81	186	18.21	198	19.39	702	68.75	714	69.93
FIVE-YEAR GOAL											70.00		72.00

Table 9B

ACCOUNTABILITY OUTCOME MEASURE 4 PART 2
COLLEGE PREPARATORY ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN ARTS STUDENTS

COLLEGE: STATE

FULL-TIME	Number	Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	1,011	288	28.49	188	18.60	136	13.45	231	22.85	612	60.53	707	69.93
Black	298	49	16.44	59	19.80	49	16.44	85	28.52	157	52.68	193	64.77
Hispanic	471	124	26.33	139	29.51	76	16.14	80	16.99	339	71.97	343	72.82
American Indian	12	2	16.67	3	25.00	1	8.33	4	33.33	6	50.00	9	75.00
Asian	55	14	25.45	11	20.00	9	16.36	13	23.64	34	61.82	38	69.09
Other (Unknown)	4	0	0.00	0	0.00	0	0.00	2	50.00	0	0.00	2	50.00
Total	1,851	477	25.77	400	21.61	271	14.64	415	22.42	1,148	62.02	1,292	69.80
FIVE-YEAR GOAL													
PART-TIME													
White	1,321	260	29.82	382	28.92	172	13.02	322	24.38	814	61.62	964	72.98
Black	307	35	11.40	93	30.29	64	20.85	53	17.26	192	62.54	181	58.96
Hispanic	384	56	14.58	150	39.06	72	18.75	62	16.15	278	72.40	268	69.79
American Indian	11	2	18.18	2	18.18	1	9.09	4	36.36	5	45.45	8	72.73
Asian	52	8	51.92	27	51.92	5	9.62	7	13.46	40	76.92	42	80.77
Other (Unknown)	5	2	40.00	1	20.00	1	20.00	0	0.00	4	80.00	3	60.00
Total	2,080	363	17.45	655	31.49	315	15.14	448	21.54	1,333	64.09	1,466	70.48
FIVE-YEAR GOAL													
TOTAL	3,931	840	21.36	1,055	26.83	586	14.90	863	21.95	2,481	63.11	2,758	70.16
FIVE-YEAR GOAL													

Table 9C

ACCOUNTABILITY OUTCOME MEASURE 4 PART 2
COLLEGE PREPARATORY ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN ARTS STUDENTS

COLLEGE: MIAMI-DADE COMMUNITY COLLEGE (ADDITIONAL)

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	139	27	19.42	52	37.41	9	6.47	42	30.22	88	63.30	121	87.05
Black	257	28	10.89	100	38.91	29	11.28	65	25.29	157	61.08	193	75.09
Hispanic	665	149	22.41	324	48.72	65	9.77	85	12.78	538	80.90	558	83.90
American Indian	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Asian	15	2	13.33	7	46.67	2	13.33	4	26.67	11	73.33	13	86.66
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	1,077	207	19.22	483	44.84	105	9.74	196	18.19	795	73.81	886	82.26
FIVE-YEAR GOAL													
PART-TIME													
White	87	7	8.05	55	63.22	4	4.60	20	22.99	66	75.86	82	94.25
Black	106	11	10.38	48	45.28	15	14.15	25	23.58	74	69.81	84	79.24
Hispanic	365	40	10.96	218	59.73	32	8.77	62	16.99	290	79.45	320	87.67
American Indian	3	0	0.00	2	66.67	0	0.00	1	33.33	2	66.66	3	100.00
Asian	7	1	14.29	4	57.14	0	0.00	2	28.57	5	71.42	7	100.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	568	59	10.38	327	57.57	51	8.97	110	19.36	437	76.93	496	87.32
FIVE-YEAR GOAL													
TOTAL	1,645	266	16.17	810	49.24	156	9.48	306	18.60	1,232	74.89	1,382	84.01
FIVE-YEAR GOAL													

Table 10A

ACCOUNTABILITY OUTCOME MEASURE 4 PART 2
COLLEGE PREPARATORY ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN SCIENCE STUDENTS

Definition: Status after four years of Fall 1990 first-time-in-college Associate in Science degree-seekers who completed all College Preparatory requirements and earned at least 18 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after four years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after four years.

COLLEGE: MIAMI-DADE COMMUNITY COLLEGE

FULL-TIME	Number	Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	10	1	10.00	2	20.00	0	0.00	5	50.00	3	30.00	8	80.00
Black	64	4	6.25	28	43.75	11	17.19	11	17.19	43	67.19	43	67.19
Hispanic	48	6	12.50	23	47.92	10	20.83	6	12.50	39	81.25	35	72.92
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	4	1	25.00	0	0.00	1	25.00	1	25.00	2	50.00	2	50.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	126	12	9.52	53	42.06	22	17.46	23	18.25	87	69.05	88	69.84
FIVE-YEAR GOAL											70.00		70.00
PART-TIME													
White	27	4	14.81	11	40.74	0	0.00	12	44.44	15	55.56	27	100.00
Black	42	6	14.29	10	23.81	7	16.67	12	28.57	23	54.76	28	66.67
Hispanic	43	2	4.65	14	32.56	11	25.58	12	27.91	27	62.79	28	65.12
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	3	1	33.33	1	33.33	1	33.33	0	0.00	3	100.00	2	66.67
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	115	13	11.30	36	31.30	19	16.52	36	31.30	68	59.13	85	73.91
FIVE-YEAR GOAL											70.00		70.00
TOTAL	241	25	10.37	89	36.92	41	17.01	59	24.48	155	64.31	173	71.78
FIVE-YEAR GOAL											70.00		70.00

Table 10B

ACCOUNTABILITY OUTCOME MEASURE 4 PART 2
COLLEGE PREPARATORY ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN SCIENCE STUDENTS

COLLEGE: STATE

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	203	59	29.06	40	19.70	31	15.27	40	19.70	130	64.04	139	68.47
Black	83	7	8.43	32	38.55	14	16.87	15	18.07	53	63.86	54	65.06
Hispanic	61	8	13.11	28	45.90	11	18.03	10	16.39	47	77.05	46	75.41
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	15	1	6.67	5	33.33	4	26.67	3	20.00	10	66.67	9	60.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	362	75	20.72	105	29.01	60	16.57	68	18.78	240	66.30	248	68.51
FIVE-YEAR GOAL													
PART-TIME													
White	348	85	24.43	110	31.61	52	14.94	65	18.68	247	70.98	260	74.71
Black	111	13	11.71	41	36.94	17	15.32	25	22.52	71	63.96	79	71.17
Hispanic	75	3	4.00	31	41.33	13	17.33	20	26.67	47	62.67	54	72.00
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	14	2	14.29	6	42.86	1	7.14	3	21.43	9	64.29	11	78.57
Other (Unknown)	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Total	549	104	18.94	188	34.24	83	15.12	113	20.58	375	68.31	405	73.77
FIVE-YEAR GOAL													
TOTAL	911	179	19.64	293	32.16	143	15.69	181	19.86	615	67.50	653	71.67
FIVE-YEAR GOAL													

Table 10C

ACCOUNTABILITY OUTCOME MEASURE 4 PART 2
COLLEGE PREPARATORY ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN SCIENCE STUDENTS

COLLEGE: MIAMI-DADE COMMUNITY COLLEGE (ADDITIONAL)

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	16	3	18.75	6	37.50	0	0.00	6	37.50	9	56.25	15	93.75
Black	104	7	6.73	48	46.15	14	13.46	24	23.08	69	66.34	79	75.96
Hispanic	92	12	13.04	50	54.35	8	8.70	19	20.65	70	76.08	81	88.04
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	5	1	20.00	2	40.00	0	0.00	1	20.00	3	60.00	4	80.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	217	23	10.59	106	48.84	22	10.13	50	23.04	151	69.58	179	82.48
FIVE-YEAR GOAL													
PART-TIME													
White	30	7	23.33	15	50.00	0	0.00	7	23.33	22	73.33	29	96.66
Black	72	9	12.50	32	44.44	7	9.72	14	19.44	48	66.66	55	76.38
Hispanic	73	10	13.70	43	58.90	5	6.85	13	17.81	58	79.45	66	90.41
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	2	1	50.00	1	50.00	0	0.00	0	0.00	2	100.00	2	100.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	177	27	15.25	91	51.41	12	6.77	34	19.20	130	73.44	152	85.87
FIVE-YEAR GOAL													
TOTAL	394	50	12.69	197	50.00	34	8.62	84	21.31	281	71.31	331	84.01
FIVE-YEAR GOAL													

Table 11A

ACCOUNTABILITY OUTCOME MEASURE 5
CLAST PERFORMANCE REPORT

Definition: Cumulative CLAST results for students who completed 60 or more college-level credits during the 1992-93 report year.

COLLEGE: MIAMI-DADE COMMUNITY COLLEGE

STUDENTS WHO HAVE NOT TAKEN COLLEGE PREPARATORY COURSES

	Essay		Mathematics		Reading		English Language		All Four Subtests	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
White	1,334	96.93	1,335	94.91	1,334	95.95	1,334	95.28	1,334	88.31
Black	768	92.45	767	82.92	767	86.18	767	87.48	766	71.67
Hispanic	3,372	93.33	3,373	90.57	3,374	90.99	3,375	90.64	3,370	80.03
American Indian	3	100.00	3	100.00	3	100.00	3	100.00	3	100.00
Asian	133	89.47	133	95.49	133	87.22	133	92.48	133	76.69
Other (Unknown)	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	5,610	93.98	5,611	90.68	5,611	91.43	5,612	91.36	5,606	80.79
Five-Year Goal										80.00

STUDENTS WHO HAVE TAKEN AT LEAST ONE COLLEGE PREPARATORY COURSE

	Essay		Mathematics		Reading		English Language		All Four Subtests	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
White	1,241	94.04	1,242	81.00	1,242	85.35	1,242	85.27	1,240	69.68
Black	1,491	76.06	1,492	57.10	1,494	59.10	1,493	65.71	1,490	41.74
Hispanic	4,081	79.96	4,078	68.44	4,087	71.54	4,087	69.76	4,070	52.48
American Indian	7	71.43	7	57.14	7	57.14	7	71.43	7	57.14
Asian	129	72.09	129	83.72	129	65.12	129	74.42	129	51.94
Other (Unknown)	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	6,949	81.48	6,948	68.52	6,959	71.20	6,958	71.74	6,936	53.24
Five-Year Goal										60.00

ALL STUDENTS (PREPARATORY AND NO PREPARATORY COMBINED)

	Essay		Mathematics		Reading		English Language		All Four Subtests	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
White	2,575	95.53	2,577	88.20	2,576	90.84	2,576	90.45	2,574	79.33
Black	2,259	81.63	2,259	65.87	2,261	68.29	2,260	73.10	2,256	51.91
Hispanic	7,453	86.01	7,451	78.46	7,461	80.34	7,462	79.20	7,440	64.96
American Indian	10	80.00	10	70.00	10	70.00	10	80.00	10	70.00
Asian	262	80.92	262	89.69	262	76.34	262	83.59	262	64.50
Other (Unknown)	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	12,559	87.06	12,559	78.42	12,570	80.23	12,570	80.50	12,542	65.56
Five-Year Goal										70.00

Note: CLAST scores include up to September of 1993.

Table 118

ACCOUNTABILITY OUTCOME MEASURE 5
CLAST PERFORMANCE REPORT

Definition: Cumulative CLAST results for students who completed 60 or more college-level credits during the 1992-93 report year.

COLLEGE: STATE

STUDENTS WHO HAVE NOT TAKEN COLLEGE PREPARATORY COURSES

	Essay		Mathematics		Reading		English Language		All Four Subtests	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
White	18,063	97.86	18,063	94.29	18,065	95.63	18,065	96.15	18,057	88.81
Black	1,656	91.91	1,656	81.28	1,656	85.21	1,656	87.44	1,654	71.10
Hispanic	4,115	93.71	4,116	90.72	4,118	91.26	4,119	90.99	4,111	80.49
American Indian	59	96.61	59	91.53	59	96.61	59	89.83	59	81.36
Asian	575	90.43	575	93.57	575	87.65	575	90.61	575	77.91
Other (Unknown)	23	95.65	23	91.30	23	86.96	23	82.61	23	78.26
Total	24,491	96.58	24,492	92.79	24,496	94.00	24,497	94.54	24,479	85.93
Five-Year Goal										

STUDENTS WHO HAVE TAKEN AT LEAST ONE COLLEGE PREPARATORY COURSE

	Essay		Mathematics		Reading		English Language		All Four Subtests	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
White	10,798	95.72	10,800	83.09	10,803	88.36	10,805	88.29	10,790	73.88
Black	2,949	80.74	2,950	60.07	2,954	63.30	2,952	68.22	2,947	44.79
Hispanic	4,916	81.24	4,913	69.88	4,922	72.86	4,922	71.35	4,905	53.86
American Indian	63	85.71	62	70.97	63	77.78	63	84.13	62	61.29
Asian	677	69.13	678	85.84	679	63.33	679	70.69	677	48.45
Other (Unknown)	26	80.77	26	76.92	26	84.62	26	76.92	26	65.38
Total	19,429	88.81	19,429	76.30	19,447	79.71	19,447	80.32	19,407	63.47
Five-Year Goal										

ALL STUDENTS (PREPARATORY AND NO PREPARATORY COMBINED)

	Essay		Mathematics		Reading		English Language		All Four Subtests	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
White	28,861	97.06	28,863	90.10	28,868	92.91	28,870	93.21	28,847	83.23
Black	4,605	84.76	4,606	67.69	4,610	71.17	4,608	75.13	4,601	54.25
Hispanic	9,031	86.92	9,029	79.38	9,040	81.24	9,041	80.30	9,016	66.00
American Indian	122	90.98	121	80.99	122	86.89	122	86.89	121	71.07
Asian	1,252	78.91	1,253	89.39	1,254	74.48	1,254	79.82	1,252	61.98
Other (Unknown)	49	87.76	49	83.67	49	85.71	49	79.59	49	71.43
Total	43,920	93.14	43,921	85.49	43,943	87.68	43,944	88.24	43,886	76.00
Five-Year Goal										

Note: CLAST scores include up to September of 1993.

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FLORIDA STATE UNIVERSITY SYSTEM

Revised Accountability Legislation, Section 240.214, Florida Statutes

Section 23. Section 240.214, Florida Statutes, is amended to read:

240.214 State University System accountability process.--It is the intent of the Legislature that an accountability process be implemented which provides for the systematic, ongoing evaluation of quality and effectiveness in the State University System. It is further the intent of the Legislature that this accountability process monitor performance at the system level in each of the major areas of instruction, research, and public service, while recognizing the differing missions of each of the state universities. The accountability process shall provide for the adoption of systemwide performance standards and performance goals for each standard identified through a collaborative effort involving the State University System, the Legislature, and the Governor's Office. The accountability process shall result in an annual accountability report to the Legislature. ~~be implemented in incremental phases, as follows:~~

(1) The annual accountability report shall include goals and measurable objectives related to the systemwide master plan pursuant to s. 240.209. ~~No later than December 31, 1994, and annually thereafter, the board shall submit to the Legislature an evaluation of the production of classroom contact hours at each university pursuant to s. 240.243. The evaluation must include a specific analysis of the contact hour expectations resulting from the multiplication of the requirements of s. 240.243 by the instructional man-years generated through the legislative enrollment formula. The analysis must, in addition, include the contact hour expectations resulting from the multiplication of 84 percent of the positions provided for undergraduate enhancement by the contact hour requirements of s. 240.243. The board may also~~

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~~conduct this analysis using alternative formulas. The board shall recommend to the legislature any appropriate modifications to this section, s. 240.243, or other current policies. These recommendations shall be included in the annual accountability report submitted pursuant to subsection (3). The reports developed pursuant to this section shall be designed in consultation with the legislature.~~

~~(8) By October 1, 1994, the Board of Regents shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives, a plan for the implementation of the balance of the State University System accountability process. The plan shall be designed in consultation with the legislature, the Governor's Office, and the Office of the Auditor General. The plan must provide a timetable that identifies the specific performance standards and related goals to be implemented each year and must provide for full implementation of the accountability process by December 31, 1993. The plan must also identify the data files that will be used to substantiate achievement of performance goals. If it is necessary to develop new data files or modify existing files, the plan must describe the content of such files and include a sample file format.~~ The plan must include, at a minimum, objectives related to ~~data on~~ the following measures ~~performance standards~~:

~~(a) Total student credit hours produced, by institution and by discipline;~~

~~(b) Total number of degrees awarded, by institution and by discipline;~~

(b)~~(c)~~ Total number of contact hours of instruction produced by faculty, by institution, rank, and course level;

(c)~~(d)~~ Pass rates on professional licensure examinations, by institution;

(d)~~(e)~~ Institutional quality as assessed by followup, such as analyses of employment information on former students.

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national rankings, and surveys of alumni, parents, clients, and employers;

(e)†f† Length of time and number of academic credits required to complete an academic degree, by institution and by degree;

(f)†g† Enrollment, progression, retention, and graduation rates by race and, gender, and disability;

(g)†h† Student course demand analysis; and

†i†--Classroom utilization.

(h) An analysis of administrative and support functions;

(i) Every 3 years, beginning 1995-1996, an analysis of the cumulative debt of students; and

(j) An evaluation of the production of classroom contact hours at each university in comparison to a standard of 12 contact hours per term or 32 contact hours per year for each full-time instructional position and the level of funding provided for instruction.

(2)†3† By December 31 of each year, Beginning December 1, 1992, the Board of Regents shall submit the an annual accountability report providing information on the implementation of performance standards, actions taken to improve university achievement of performance goals, the and achievement of performance goals during the prior year, and initiatives to be undertaken during the next year. The accountability reports shall be designed in consultation with the Governor's Office, the Office of the Auditor General, and the Legislature.

(3) The Board of Regents shall recommend in the annual accountability report any appropriate modifications to this section.

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Section 24. Section 240.2145, Florida Statutes, is amended to read:

240.2145 State University System accountability process; annual evaluation.--Beginning January 1, 1993, the Board of Regents shall conduct an annual evaluation of the performance of the Chancellor and the state university presidents in achieving the performance goals established in the State University System accountability process plan provided in s. 240.214.

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FLORIDA STATE BOARD OF COMMUNITY COLLEGES

Accountability Legislation, Section 240.324, Florida Statutes

240.324 Community college accountability process.—

(1) It is the intent of the Legislature that a management and accountability process be implemented which provides for the systematic, ongoing improvement and assessment of the improvement of the quality and efficiency of the State Community College System. Accordingly, the State Board of Community Colleges and the community college boards of trustees shall develop and implement a plan to improve and evaluate the instructional and administrative efficiency and effectiveness of the State Community College System. This plan must address the following issues:

(a) Graduation rates of AA and AS degree-seeking students compared to first-time enrolled students seeking the associate degree.

(b) Minority student enrollment and retention rates.

(c) Student performance, including student performance rates on college level academic skills tests, mean grade-point averages for community college AA transfer students, and community college student performance on state licensure examinations.

(d) Job placement rates of community college vocational students.

(e) Student progression by admission status and program.

(f) Other measures as identified by the Postsecondary Education Planning Commission and approved by the State Board of Community Colleges.

(2) By January 1, 1992, the State Board of Community Colleges shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives a plan for addressing these issues. The plan must provide a specific timetable that identifies specific issues to be addressed each year and must provide for full implementation by December 31, 1994. Beginning December 31, 1992, the State Board of Community Colleges shall submit an annual interim report providing the results of initiatives taken during the prior year and the initiatives and related objective performance measures proposed for the next year. The initial plan and each interim plan shall be designed in consultation with staff of the Governor and the Legislature.

(3) Beginning January 1, 1993, the State Board of Community Colleges shall address within the annual evaluation of the performance of the executive director and the boards of trustees shall address within the annual evaluation of the presidents the achievement of the performance goals established in the community college accountability plan.

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Miami-Dade Community College

MIAMI-DADE IS AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE
AND DOES NOT DISCRIMINATE ON THE BASIS OF HANDICAP. 4/88